Index

A
Aaron, P. G., 452
Alfonso, V. C., 1, 21–22, 168, 178, 216, 218, 221, 228, 249, 287, 405, 407, 511, 541, 552, 617
Alston-Abel, N. L., 406
American Educational Research Association, 540
American Psychological Association, 540
American Speech-Language-Hearing Association, 421
Army Alpha Test, 12
Army Mental Tests, 546
Arnstein, A.F.T., 287
Assess (Q-interactive app), 596, 590, 600–602, 605, 606
Avirett, E., 444

B
Bachmeier, R. J., 444
Bailey, D. H, 443
Barnes, M. A., 436
Barona, A., 551
Beam, A. P., 443
Behavior observations and process-oriented assessment at the subtest, item, and cognitive construct levels, 363–394; difficulties with visual, motor, and/or visuo-motor processing speed, 375–376; Fluid Reasoning and Visual Spatial Subtests, 371–378; related to difficulties with use of auditory processes, 367–368, 378–379; related to difficulties with use of visual processes, 372–373; related to manual dexterity difficulties, 373; related to reasoning with nonverbal visual stimuli, 371–372; related to use of executive functions, 370–371, 376–378; related to use of expressive language abilities, 368–369; related to use of reasoning with verbal information, 366; related to use of retrieval of information from long-term storage, 366–367; related to use of working memory applied to auditory stimuli, 369–370; related to use of working memory applied to visual stimuli, 373–374; Verbal Comprehension Subtests, 364–366; Working Memory Domain and Arithmetic and Symbol Translation Subtests, 378–383
Benson, N., 405
Berninger, V. W., 287, 406, 443, 444
Bialystok, E., 556
Binet, A., 1, 6–9, 12
Boodoo, G., 551
Borghese, J. P., 544
Bouchard, T. J., 551
Boykin, A. W., 551
Braden, J. P., 284, 550
Brody, N., 551
Burchers, B., 500
Burchers, M., 500
Burchers, S., 500

C
California, 421
California Verbal Learning Test, Children's Version (Delis, Kramer, Kaplan, and Ober), 592
California Verbal Learning Test, Second Edition (Delis, Kramer, Kaplan, and Ober), 592
Canivez, G. L., 23, 37, 41, 47
Carroll, J. B., 1
Carson, J., 6
Cathers-Schiffman, T. A., 540, 544, 546, 547
Cattell, R. B., 619
Cattell-Horn-Carroll Theory of Cognitive Abilities (CHC Theory), 4, 34, 36, 37, 40, 287, 407
CELF-5. See Clinical Evaluation of Language Fundamentals-Fifth Edition (CELF-5; Wiig, Semel, and Secord)
Chaplin, W., 543
Chen, H., 37
Children's Memory Scale (Cohen), 592
Chronologist age, 8
C-Lim. See Culture-Language Interpretive Matrix (C-LIM)
Clinical clusters. See Cluster analysis interpretation (Appendix 6.C)
Clinical Composites, 167
Clinical Evaluation of Language Fundamentals-Fifth Edition (CELF-5; Wiig, Semel, and Secord), 411, 413, 592
Cluster analysis interpretation (Appendix 6.C): example of subtest cluster analysis, 396 Fig. 1.1; fluid reasoning and visual spatial clinical clusters and cluster contrasts, 398; steps for completing, 395–397; verbal comprehension clinical clusters and cluster contrasts, 3397–398; working memory clinical clusters and clinical cluster contrasts, 399
Coady, M., 540, 546
Coalson, D. L., 23, 30, 32, 135, 180, 184, 200, 249, 442, 617
Cognitive aptitude, 437
Cognitive Proficiency Index (CPI), 442
Cohen, J., 593
Cohen, M., 592
Collier, V. P., 552
Comprehensive Test of Phonological Processing-Second Edition (CTOPP-2), 455, 464, 515
Comrey, A. L., 218
Cormier, D. C., 541, 543–544
Courville, T., 548
Crawford, J. R., 134
Cross-Battery Assessment approach (XBA), 4, 21, 168
Cross-Battery Assessment Software Program (X-BASS), 29, 168, 410, 436
Cross-Battery Assessment Software Program (X-BASS), use of for SLD identification: analysis of selected subsets from CTOPP-2 on XBA analyzer tab of X-BASS, 465 Fig. 7.6; analysis of selected subsets on XBA analyzer tab of X-BASS, 469 Fig. 7.8; data organizer tab in X-BASS, 470—472 Fig. 7.9; dual discrepancy/consistency model: PSW analyses for SLD, 483–490; FStart and data record management tab in X-BASS, 460; getting started, 454—460; g-value tab of X-BASS, 484 Fig. 7.13; PSW analyzer tab in X-BASS with ICC as default cognitive, 486 Fig. 7.14; PSW analyzer tab of X-BASS with orthographic processing selected as area of cognitive weakness, 489 Fig. 7.15; PSW-A Data Summary tab, 483; PSW-A g-Value Data Summary, 483; specific questions about PSW results answered in X-BASS, 490 Fig. 7.16; step 1: enter individual test data and cross-battery data into X-BASS and transfer best estimates of cognitive and academic performance to data organizer tab, 458; step 2: select scores from data organizer tab for inclusion in PSW analysis, 469—473; step 3: indicate whether scores on strengths and weaknesses indicator tab represent strength or weakness for individual, 473–478; strengths and weaknesses indicator tab of X-BASS, 476–477 Fig. 7.11; test index and main navigation tab in X-BASS, 461 Fig. 7.4; top portion of data organizer tab in X-BASS showing that scores have been included in PSW analysis, 474 Fig. 7.10; user guide tab in X-BASS, 459 Fig. 7.2; WIAT-III data analysis tab in X-BASS, 466—467 Fig. 7.7; WISC-V, WIAT-III, and CTOPP-2 data from case of Amanda, 455—456 Rapid Reference 7.11; WISC-V data analysis tab in X-BASS, 462–463 Fig. 7.5; X-BASS welcome screen, 457 Fig. 7.1
Crystallized Intelligence (Gc), 33
CTOPP-2. See Comprehensive Test of Phonological Processing-Second Edition (CTOPP-2)
Culture-Language Interpretive Matrix (C-LIM), 556–559, 569, 575, 583
D
Daniel, M. H., 180, 593
Data Management and Interpretive Assistant (DMIA), 552, 575
DD/C. See Dual Discrepancy/Consistency (DD/C)

Deary, I. J., 2, 6
Dehaene, S., 287
Dehn, M. J., 287, 500, 504
Delis, D. C., 287, 592
Delis-Kaplan Executive Function System (D-KEFS; Delis, Kaplan, and Kramer), 592
Della Toffalo, D. A., 444
Denver, Colorado, 568
Developmental NEuroPSYchological Assessment, Second Edition (NEPSY-II; Korkman, Kirk, and Kemp), 592
Devine, R. I., 541
DiCerbo, K. E., 551
Dixon, S. G., 539, 546, 552
DMIA. See Data Management and Interpretive Assistant (DMIA)
Dombrowski, S. C., 23, 41
Dries, Carlea, 591
Drozdick, L., 33, 268
Dual Discrepancy/Consistency (DD/C), 405, 407
Dumont, R., 23, 32, 249, 591
Dunn, D. M., 592
Dunn, L. M., 592
Dynda, A. M., 62, 287, 543–539

E

Empathy, 3

Esparza-Brown, J., 543, 551
Evans, L. D., 482
Explanation, 3

F

Facilitating Cognitive Composite (FCC), 442
Family Educational Rights and Privacy Act (FERPA), 610
Fancher, R. E., 1
Fantuzzo, J. W., 41
Farris, Amanda, psychoeducational evaluation report: auditory processing (Ga), 521–522; background information, 512–515; behavioral observations, 515–516; Conners CBRS content scale detailed scores: comparison across raters, 534–535; content scales, 527; Cross-Battery Assessment Software System (X-BASS): Dual-Discrepancy/Consistency model: PSW results for Amanda Farris, 536; crystallized intelligence (Gc), 517–518; current evaluation procedures, 515; developmental history, 512–513; DSM-5 symptom scales and symptom counts, 527; education history, 514–515; evaluation of academic achievement, 523–524; evolution of cognitive abilities and processes, 516–517; family background, 512; fluid reasoning (Gf), 518; health history, 513; impairment, 527–528; interpretation and clinical impressions, 527–531; long-term storage and retrieval (Glr), 520–521; mathematics, 524–525; oral language, 523; processing speed (Gs), 519–520; reading, 523–524; reason for referral, 511–512; recommendations for intervention and remediation, 532–533; results of Amanda's performance on CTOPP-2, 522 Tab. 8.3; results of Amanda's performance on WISC-V, 522 Tab. 8.2; score classifications, 517 Tab. 8.1; short-term memory (Gsm), 519; social behavior and temperament, 513–514; social-emotional/behavioral evaluation, 526–527; statement of validity, 516; validity indices, 526; visual processing (Gv), 518–519; written expression, 525–526
Feifer, S. G., 40, 443
Fein, D., 287
Felske, Florence, 6
Figueroa, R. A., 542, 546, 551
Fina, D. F., 544
Fiorello, C. A., 287, 405, 407, 422, 443
Fitzer, K. R., 40
INDEX

Fletcher, J. M., 436
Flores, C. G., 540, 546
Floyd, R. G., 414
Fluid reasoning and visual spatial subtests, behavioral observations, and process-oriented assessment: difficulties with visual, motor, and/or visuo-motor processing speed, 375–376; related to difficulties with use of visual processes, 372–373; related to manual dexterity difficulties, 375; related to reasoning with nonverbal visual stimuli, 371–373; related to use of executive functions, 376–378; related to use of working memory applied to visual stimuli, 371–372
Flynn, J. R., 47
Fordham University, 617–618
Forness, S. R., 443
Fox, H. C., 2
Frisby, C. L., 542
Fristoe, M., 592
FSIQ. See Full Scale IQ
Fuchs, L. S., 436
Full Scale IQ (FSIQ), 9, 133, 287; indexes and, 137—139

G

GAI. See General Ability Index (GAI)
Garthwaite, P. H., 134
Gault, C. B., 134
Geary, D. C., 443
Geddes, L., 543
Geisinger, K. F., 542
General Ability Index (GAI), 167, 288, 386, 442; as alternative to FSIQ, 199—209; Amanda: referred for suspected learning disability, 204—205; Beth: referred for Gifted and Talented Program, 208—209; Omar: referred for suspect learning disabilities, 207; Rhonda: referred for suspected autism spectrum disorder, 206; and specific learning disability, 207; and students who are gifted and talented, 200—203; and students with intellectual disability, 203—204
General intelligence, 10
Gerhardstein Nader, R., 40
Glue, P., 3
Glutting, J. J., 41, 47
Goddard, H. H., 542
Goldman, R., 592
Goldman-Fristoe Test of Articulation, Third Edition (Goldman and Fristoe), 592
Goldstein, S., 500
Gordon, M. N., 287
Gottfredson, L. S., 2
Grenier, J. R., 542
Gronau, R. C., 544
Grosjean, F., 556

H

Hale, J. B., 287, 405, 407, 422, 436, 437, 444, 452
Harris, J. G., 539
Harrison, A. G., 409, 443
Hartz, E., 287
Health Insurance Portability and Accountability Act (HIPAA), 609–610
HelloQ website, 593, 609
Helloq.com, 596
Hicks, K., 40
High Priority Concern (HPC), 263
Hinshelwood, J., 440
HIPAA. See Health Insurance Portability and Accountability Act (HIPAA)
Hoard, M. K., 443
Holdnack, J. A., 184, 249, 546
Hollingworth, L., 544
Holmes, A., 443
Horn, J. L., 547, 619
Hulbert, S., 180

I

IDEIA. See Individuals with disabilities Education Improvement Act of 2004 (IDEIA)
Individuals with disabilities Education Improvement Act of 2004 (IDEIA), 405, 411, 443, 552, 555; definition of SLD, 406
Inhibiting Cognitive Composite (ICC), 450
Intellectual disability, 7
Intelligence quotient (IQ), 2, 7
Intelligent Testing (Kaufman), 192, 269
Intelligent Testing with the WISC-III (Kaufman), 192
Interpretation, neuropathological, of performance, 300–321; cognitive constructs likely to be assessed by Complementary Subtests, 323–325 Rapid Reference 6.10; cognitive constructs likely to be assessed by Fluid Reasoning Subtests, Visual Puzzles (VP), and Picture Span (PS) Subtests, 306–308 Rapid Reference 6.7; cognitive constructs likely to be assessed by Verbal Comprehension Domain Subtest, 302–303 Rapid Reference 6.6; cognitive constructs likely to be assessed by working memory domain tasks and Arithmetic (AR) and Immediate Symbol Translation (IST) Subtests, 312–314 Rapid Reference 6.8; Complementary Subtests, 321–329; Fluid Reasoning and Visual Spatial Domains, 305–311; Naming Speed Subtests, 322–327; Processing Speed Domain, 317–321; Symbol Translation Subtests, 327–329; Verbal Comprehension Domain, 301–305; Working Domain (including Arithmetic and Immediate Symbol Translation Subtests), 311–317

Interpretation, neuropathological approach, 287; global level of interpretation, 289; interpretive levels framework applied to WISC-V, 288 Fig. 6.1; item level of interpretation, 297–298; key facts about global composite level, 285 Rapid Reference 6.1; key facts about item level of interpretation, 298 Rapid Reference 6.4; key facts about subtest level of interpretation, 297 Rapid Reference 6.3; levels of interpretation, 288–296; process score, scaled score, and raw norms available in WISC-V manuals, 294–296 Tab. 6.3; specific composite (index and subtest cluster) level of interpretation, 290; subtest level of interpretation, 293–297; subtest scaled score pairwise comparisons and subtest scaled scores contrast scores available in WISC-V manuals, 294 Tab. 6.2; task-specific cognitive construct level of interpretation, 299–300; WISC-V indexes and alternate subtest clinical clusters model based on neuropsychological constructs, 288 Tab. 6.1

Iribarren, J. A., 550

J

Jose Maria: ELS case study, 567–582; C-LIM primary culture-language graph results for, 573 Fig. 9.4; C-LIM tiered graph results for, 572 Fig. 9.3; C-LIM tiered graph results suggesting likely invalid test scores and primary influence of linguistic/cultural variables, 584 Fig. 9.9; Culture-Language Interpretive Matrix (C-LIM) for, 571 Fig. 9.2; data summary and preliminary PSW Analysis with correct designation of Gc, 580 Fig. 9.7; data summary and preliminary PSW Analysis with incorrect designation of Gc, 579 Fig. 9.6; final PSW analysis and determination of SLD, 581 Fig. 9.8; test scores from WISC-V, WIAT-III, and WJ IV COG, 570 Tab. 9.2; test scores from WISC-V, WIAT-III, and WJ IV COG with follow-up native language scores for, 577 Fig. 9.5

K

Kamphaus, R. W., 3, 203
Kaplan, E., 287, 592
Kauffman, J. M., 444
Kaufman, N. L., 172–173, 410, 592, 617
Kaufman, S., 287
Kavale, K. A., 443, 444
Keith, T. Z., 21, 23, 37, 218, 221, 283
Kemp, S. L., 287, 592
Key Asset (KA), 263
Kim, S., 3, 203
Kirk, U., 287, 592
Knight, R. T., 287
Konold, T. R., 41
Korb, K., 547
Korkman, M., 287, 592
Kosslyn, S. M., 287
Kramer, J. H., 287, 592
Kranzler, J. H., 436, 540, 546
KTEA-3. See Kaufman Test of Educational Achievement, Third Edition
<table>
<thead>
<tr>
<th>L</th>
<th>Name</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lakin, J.</td>
<td>547</td>
<td></td>
</tr>
<tr>
<td>Lamiell, J. T.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Learning, factors to facilitate: and minimizing effects of Auditory Processing (Ga) deficit, 501–502 Tab. 3; and minimizing effects of Crystallized Intelligence (Gc) deficit, 499–500 Tab. 2; and minimizing effects of Fluid Reasoning (Gf) deficit, 498 Tab. 1; and minimizing effects of Long-Term Retrieval (Glr) deficit, 503–504 Tab. 4; and minimizing effects of Processing Speed (Gs) deficit, 505 Tab. 5; and minimizing effects of Short-Term Memory (Gsm) deficit, 507–508 Tab. 7; and minimizing effects of Visual Processing Speed (Gv) deficit, 506 Tab. 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Disabilities of Canada (LDAC)</td>
<td>443</td>
<td></td>
</tr>
<tr>
<td>LeFever, G. B.</td>
<td>444</td>
<td></td>
</tr>
<tr>
<td>Levine, A.</td>
<td>172</td>
<td></td>
</tr>
<tr>
<td>Levine, M. D.</td>
<td>287</td>
<td></td>
</tr>
<tr>
<td>Lichtenberger, E. O.</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>Llorente, A. M.</td>
<td>539</td>
<td></td>
</tr>
<tr>
<td>Lohman, D. E.</td>
<td>1–2, 13</td>
<td></td>
</tr>
<tr>
<td>Lohman, D. F.</td>
<td>547</td>
<td></td>
</tr>
<tr>
<td>Louisiana</td>
<td>421</td>
<td></td>
</tr>
<tr>
<td>Luhrs, A.</td>
<td>543</td>
<td></td>
</tr>
<tr>
<td>Luria, A. R.</td>
<td>287</td>
<td></td>
</tr>
<tr>
<td>Lynch, K.</td>
<td>500</td>
<td></td>
</tr>
<tr>
<td>Lyon, G. R.</td>
<td>436</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M</th>
<th>Name</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maerlender, A.</td>
<td>287</td>
<td></td>
</tr>
<tr>
<td>Maricle, D. E.</td>
<td>444</td>
<td></td>
</tr>
<tr>
<td>Marks, L.</td>
<td>172</td>
<td></td>
</tr>
<tr>
<td>Mascolo, J. T.</td>
<td>221, 228, 405, 407, 417, 422</td>
<td></td>
</tr>
<tr>
<td>Mather, N.</td>
<td>5, 173, 177, 443, 444, 500</td>
<td></td>
</tr>
<tr>
<td>McCarthy, D.</td>
<td>617–619</td>
<td></td>
</tr>
<tr>
<td>McCarthy Scales of Children’s Abilities (McCarthy)</td>
<td>617</td>
<td></td>
</tr>
<tr>
<td>McCloskey, G.</td>
<td>287, 407, 437, 443, 444</td>
<td></td>
</tr>
<tr>
<td>McDermott, P. A.</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>McDonough, E. M.</td>
<td>221, 405, 407, 511</td>
<td></td>
</tr>
<tr>
<td>McGrew, K. S.</td>
<td>4, 5, 173, 177, 178, 204, 218, 221, 452, 541, 547, 566</td>
<td></td>
</tr>
<tr>
<td>Mean of the Index Scores (MIS)</td>
<td>254–266</td>
<td></td>
</tr>
<tr>
<td>Melo, K.</td>
<td>539–541, 547, 551</td>
<td></td>
</tr>
<tr>
<td>Mental age, 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Merril, M. A.</td>
<td>619</td>
<td></td>
</tr>
<tr>
<td>Messick, S.</td>
<td>218, 221</td>
<td></td>
</tr>
<tr>
<td>Miller, D. C.</td>
<td>287</td>
<td></td>
</tr>
<tr>
<td>Monroe, M.</td>
<td>440, 443</td>
<td></td>
</tr>
<tr>
<td>Morgan, A. W.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Morris, J.</td>
<td>548</td>
<td></td>
</tr>
<tr>
<td>Morris, R.</td>
<td>287</td>
<td></td>
</tr>
<tr>
<td>Mpofu, E.</td>
<td>541, 547</td>
<td></td>
</tr>
<tr>
<td>Munoz, M.</td>
<td>539</td>
<td></td>
</tr>
<tr>
<td>Murphy, R.</td>
<td>407</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>N</th>
<th>Name</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Naglieri, J. A.</td>
<td>443, 450, 540</td>
<td></td>
</tr>
<tr>
<td>Nagoshi, N.</td>
<td>287</td>
<td></td>
</tr>
<tr>
<td>Naming Speed Subtests, behavioral observations and process-oriented assessment: related to expressive language ability, 392; related to oral-motor sequencing, 391–392; related to processing speed, 391; related to use of executive functions, 392–394</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NASP. See National Association of School Psychologists (NASP)</td>
<td>540</td>
<td></td>
</tr>
<tr>
<td>National Association of School Psychologists (NASP)</td>
<td>540</td>
<td></td>
</tr>
<tr>
<td>National Council on Measurement in Education</td>
<td>540</td>
<td></td>
</tr>
<tr>
<td>Neisser, U.</td>
<td>551</td>
<td></td>
</tr>
<tr>
<td>Nelson, J. M.</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>NEPSY-II. See Developmental NEuroPSYchological Assessment-Second Edition (NEPSY-II)</td>
<td>540</td>
<td></td>
</tr>
<tr>
<td>Niebling, B. C.</td>
<td>284</td>
<td></td>
</tr>
<tr>
<td>Nieves-Brull, A.</td>
<td>544</td>
<td></td>
</tr>
<tr>
<td>Niileksela, C. R.</td>
<td>221</td>
<td></td>
</tr>
<tr>
<td>Nonverbal Index (NVI)</td>
<td>167, 288</td>
<td></td>
</tr>
<tr>
<td>Normative Strength (NS)</td>
<td>263</td>
<td></td>
</tr>
<tr>
<td>Normative Weakness (NW)</td>
<td>263</td>
<td></td>
</tr>
<tr>
<td>NVI, 288. See Nonverbal Index</td>
<td>540</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>O</th>
<th>Name</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ober, B. A.</td>
<td>592</td>
<td></td>
</tr>
<tr>
<td>O’Bryon, E. C.</td>
<td>552</td>
<td></td>
</tr>
<tr>
<td>Ochoa, S. H.</td>
<td>62, 540, 541</td>
<td></td>
</tr>
<tr>
<td>Opperman, M. A.</td>
<td>539</td>
<td></td>
</tr>
<tr>
<td>Orsini, S. O.</td>
<td>180</td>
<td></td>
</tr>
<tr>
<td>Ortiz, J. A.</td>
<td>541</td>
<td></td>
</tr>
<tr>
<td>Orton, S. T.</td>
<td>440, 444</td>
<td></td>
</tr>
</tbody>
</table>
P
Packer, L. E., 432
Paradis, M., 556
Pattern of strength and weakness (PSW), 405; permitted use of, for SLD identification, 406
Pattern of Strengths and Weaknesses Analyzer (PSW-A), 552
Patterson, T., 3
Peabody Picture Vocabulary Test, Fourth Edition (Dunn and Dunn), 592
Pearson Education, Inc., 281, 405, 591–593, 607, 609
Perkins, L. A., 444
Personal Strength (PS), 263
Personal Weakness (PW), 263
Petoskey, M. D., 3
Pezzuti, L., 180
Pittner, R., 172
Point scales, 12
Posner, M., I., 287
Powell, M. P., 540
Prediction, 3
Prifitera, A., 184, 249, 539
Principal Axis Factor Analysis (Sattler et al.), 30
Processing Speed Subtests, behavioral observations, and process-oriented assessment: related to difficulties with use of grapho-motor capacities, 384–385; related to difficulties with use of visual processes, 383–384; related to use of executive functions, 386–390; related to use of initial registration and working memory capacities applied to visual stimuli, 385–386; related to use of visual, motor, and visuo-motor processing speed, 386
Pruitt, S. K., 432
Psychometric properties: strengths, 282–284; weaknesses, 283–284
Q
Q-global (Pearson Education, Inc.), 591–592, 596
qiactie.com, 608
Q-interactive (Pearson Education, Inc.): administration, 600–601; application (Assess), 596; considerations for university trainers, 610–613; cost of administration, 612; digital platform, 591–594; hardware, 595–596; initial costs of tests and scoring materials, 611; iPad settings for, 599 Rapid Reference 10.2; output, 608–609; overall impressions and recommendations, 613; Pearson tests available through, 592–593 Rapid Reference 10.1; pricing, 611; pricing comparison between Q-Interactive and traditional WISC-V administrations, 612 Rapid Reference 10.4; pricing conclusion, 613; scoring, 604–607; security and legal issues, 609–610; set-up, 596–600; software, 596; standard manual for, 601 Rapid Reference 10.3; timing, 601–604; training and tech support, 608
Quantitative Reasoning Index (QRI), 35
Querying: in administration of WISC-V, 76—78; and meaning of “I don’t know,” 76; repeating items, 77—78
R
Radwan, S., 221
Raichle, M. E., 287
Raiford, S. E., 33, 35, 135, 180, 184, 200, 249, 268, 442, 546, 617
Ramsay, M. C., 542
Range of Human Capacities (Wechsler), 6
Rapport, with examinee: appropriate feedback and encouragement, 58 Rapid Reference 2.3; establishing, 55—58; keys to establishing positive report, 57 Rapid Reference 2.2; keys to maintaining rapport, 60 Rapid Reference 2.4; maintaining, 58—61; what to remember when preparing to administer WISC-V, 55 Rapid Reference 2.1
Rapsey, C., 3
Raw score, 133
Reed, M. S., 287
Responses, recording, 71—74; abbreviations for recording responses on WISC subtests, 73 Rapid Reference 2.6
Reynolds, M. R., 21, 23, 203, 216, 218, 221, 283, 407, 444, 482, 542
Reynolds Intellectual Ability Scales-Second Edition (RAIS-2), 203
Rhodes, R., 541, 543
Richards, A. M., 500
Richards, T. L., 287
Robbins, T. W., 287
Robles-Piña, R., 540
academic skills, 411–415; Level II: evaluation of exclusionary factors as potential primary and contributory reasons for academic skill weaknesses or deficits, 414—422; Level III: analysis of cognitive abilities and processes, 421–423; Level IV: dual discrepancy/consistency pattern of strengths and weaknesses (DD/C PSW), 423—452; Level V: evaluation of interference with learning, 452—454; relationship between cognitive and academic weaknesses, 436—440; summary of relationships between cognitive abilities and processes and specific academic skills, 438–439 Rapid Reference 7.6; terms used in DD/C model and in X-BASS necessary to understand how “at least average overall ability” is conceptualized and calculated, 446—449 Rapid Reference 7.8; terms used in DD/C model and in X-BASS necessary to understand how a “domain specific weakness” is conceptualized and calculated, 451 Rapid Reference 7.9; terms used in DD/C model and in X-BASS necessary to understand how “unexpected underachievement” is conceptualized and calculated, 453 Rapid Response 7.10; unexpected underachievement: second discrepancy in DD/C definition of, 449; use of WISC-V in identification of, 405

S

Sporns, O., 287
Standard scores, 8, 133
Stanford-Binet, 11, 172
Stanovich, K. E., 450
Starr, J. M., 2
Stern, W., 2, 7
Stuss, D. T., 287
Styck, K. M., 544

Subtest administration, rules for primary subtests:
behaviors to note on Block Design, 80—81; behaviors to note on Coding, 90—91; behaviors to note on Digit Span, 88—89; behaviors to note on Figure Weights, 95; behaviors to note on Matrix Reasoning, 85—86; behaviors to note on Picture Span, 98; behaviors to note on Similarities, 83—84; behaviors to note on Symbol Search, 100–101; behaviors to note on Visual Puzzles, 96; behaviors to note on Vocabulary, 92–93; Block Design (Visual
Spatial Index), 78—81; changes in administration from WISC-IV to WISC-V: Subtest 1, Block Design, 79; changes in administration from WISC-IV to WISC-V: Subtest 2, Similarities, 83; changes in administration from WISC-IV to WISC-V: Subtest 3, Matrix Reasoning, 85; changes in administration from WISC-IV to WISC-V: Subtest 4, Digit Span, 87—88; changes in administration from WISC-IV to WISC-V: Subtest 5, Coding, 90; changes in administration from WISC-IV to WISC-V: Subtest 6, Vocabulary, 92; changes in administration from WISC-IV to WISC-V: Subtest 10, Symbol Search, 100; Coding (Processing Speed Index), 89—91; common errors on Block Design subtest, 122; common errors on Coding subtest, 125; common errors on Digit Span subtest, 124; common errors on Figure Weights subtest, 123; common errors on Matrix Reasoning subtest, 122; common errors on Picture Span subtest, 124; common errors on Similarities subtest, 120—121; common errors on Symbol Search subtest, 125; common errors on Visual Puzzles subtest, 122; common errors on Vocabulary subtest, 121; Digit Span (Working Memory Index), 86—89; Figure Weights (Fluid Reasoning Index), 93—95; Matrix Reasoning (Fluid Reasoning Index), 84—86; Picture Span (Working Memory Index), 97—98; seating arrangement for Block Design Subtest, 82; Similarities (Verbal Comprehension Index), 82—84; Symbol Search (Processing Speed Index), 99—101; Visual Puzzles (Visual Spatial Index), 95—97; Vocabulary (Verbal Comprehension Index), 91—93

Subtest administration, rules for secondary and complementary subtests: Arithmetic (Fluid Reasoning Index, Secondary), 116—118; behaviors to note on Arithmetic, 117–118; behaviors to note on Cancellation, 109; behaviors to note on Comprehension, 115–116; behaviors to note on Delayed Symbolic Translation, 119; behaviors to note on Immediate Symbol Translation, 113; behaviors to note on Information, 102–103; behaviors to note on Letter-Number Sequencing, 106–107; behaviors to note on Naming Speed Literacy, 111; behaviors to note on Naming Speed Quantity, 112; behaviors to note on Picture Concepts, 104–105; behaviors to note on Recognition Symbol Translation, 120; Cancellation (Processing Speed Index, Secondary), 108–109; changes in administration from the WISC-IV to the WISC-V: Subtest 11, Information, 102; changes in administration from the WISC-IV to the WISC-V: Subtest 12, Picture Concepts, 104; changes in administration from WISC-IV to WISC-V: Subtest 18, Comprehension, 115; changes in administration from the WISC-IV to the WISC-V: Subtest 19, Arithmetic, 117; common errors on Arithmetic Subtest, 123; common errors on Cancellation Subtest, 125; common errors on Comprehension Subtest, 121; common errors on Delayed Symbol Translation Subtest, 126; common errors on Immediate Symbol Translation Subtest, 126; common errors on Information Subtest, 121; common errors on Letter-Number Sequencing Subtest, 124; common errors on Naming Speed Literacy Subtest, 126; common errors on Picture Concepts Subtest, 123; common errors on Recognition Symbol Translation Subtest, 126–127; Comprehension (Verbal Comprehension Index, Secondary), 114–116; Delayed Symbol Translation (Complementary), 118–119; Immediate Symbol Translation (Complementary), 112–113; Information (Verbal Comprehension Index, Secondary), 101–103; Letter-Number Sequencing (Working Memory Index, Secondary), 105–107; Naming Speed Literacy (Complementary), 109–111; Naming Speed Quantity (Complementary), 111–112; Picture Concepts (Fluid Reasoning index, Secondary), 103–105; Recognition Symbol Translation (Complementary), 119–120

Subtest and process score comparison worksheets (Appendix 6.D): complementary subtest comparison worksheet, 403; Fluid
Reasoning and Visual Spatial subtest scaled score, 401–402; Processing Speed subtest, 402–403; Verbal Comprehension subtest scaled score comparison worksheet, 401; Working Memory subtest, 402–403

Subtests, rules for starting and discontinuing, 64–71; behaviors to note on Coding, 90–91; starting points and whether reverse rules apply, 64–67 Rapid Reference 2.5; summary of WISC-V subtest discontinue rules, 70 Table 2.3; summary of WISC-V subtest reverse rules, 67–68 Table 2.2

Sy, M., 221

T

Temple, C., 287
Tennessee, 421
Terman, L. M., 172, 619
Test development and content: strengths, 279–280; weaknesses, 281
Testing conditions, appropriate: testing environment, 54; testing materials, 54–55
Thibodaux, L., 414
Thomas, W. P., 552
Thompson, M. S., 540, 544, 546, 547
Thurstone, L. L., 619
Timing: in administration of WISC-V, 74–75; nine timed subtests on WISC-V, 75; what to remember when using stopwatch on timed tests, 75 Rapid Reference 2.7
Tulsky, D. S., 10

U

Uncommon Personal Strength (PS/Uncommon), 263
Uncommon Personal Weakness (PW/Uncommon), 263
U.S. Army, 12
U.S. Census Bureau, 540

V

Valdes, G., 542, 551
Van Divner, B., 444
Verbal Comprehension Subtests, behavioral observations and process-oriented assessment: related to difficulties with use of auditory processes, 367–368; related to use of executive functions, 370–371; related to use of expressive language abilities, 368–369; related to use of reasoning with verbal information, 366; related to use of working memory applied to auditory stimuli, 369–370
Verbal Expanded Crystallized Index (VECI; Raiford, Drozdick, Zhang, and Zhu), 33
Viezel, K. D., 591

W

Wahlstrom, D., 593
WAIS. See Wechsler Adult Intelligence Scale (WAIS)
Watkins, M. W., 23, 37, 41, 47, 544
Wechsler Adult Intelligence Scale (WAIS), 5
Wechsler Adult Intelligence Scale-Fourth Edition (WAIS-IV), 287, 592
Wechsler Individual Achievement Test-Third Edition (WIAT-III), 173, 405, 410, 411, 413, 468
Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V). See WISC-V
Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV), 287, 592
Wechsler Intelligence Scale for Children-IV Spanish (WISC-IV Spanish), 548–550, 561, 562, 566–567
Wechsler Intelligence Scale for Children-Third Edition (WISC-III), 13
Wechsler Nonverbal Scale of Ability (WNV), 540
Wechsler Performance IQ, 8
Wechsler Preschool and Primary Scale of Intelligence (WPPSI), 5
Wechsler Verbal IQ, 9
Wechsler-Bellevue battery, 11
Weiss, L. G., 37, 184, 200, 249, 442, 539, 548
Wendling, B. J., 221, 443
Werder, J. K., 177
Whalley, L. J., 2
Whitaker, J., 407
Whitaker, R., 287
Whiteman, M. C., 2
WIAT-III. See Wechsler Individual Achievement Test-Third Edition
Wiig, E. H., 593
Winsor, A. P., xvi
WISC-III. See Wechsler Intelligence Scale for Children-Third Edition (WISC-III)

Wisconsin, 421

WISC-V, administration: appropriate feedback and encouragement, 58–59 Rapid Reference 2.3; appropriate testing conditions, 53–55; considerations, 63–64; deciding on, versus another battery for 6-and 16-year-olds, 64 Tab. 2.1; frequently asked questions, 127–129; querying, 76–78; rapport with examinee, 55–61; recording responses, 71–74; rules for starting and discontinuing subtests, 64–71; special considerations for testing children at extreme ends of age range, 63–64; subtest administration, 127–132; subtest-by-subtest rules, for primary subtests, 78–101; subtest-by-subtest rules, for secondary and complementary subtests, 101–127; testing individuals with special needs, 61–63; timing, 74–76

WISC-V, interpretation: Amanda’s performance on WISC-V, 169–170 Rapid Reference 4.2; bottom portion of test-specific tabs on X-BASS: confidence interval for score reporting, 176 Fig. 4.1; classification system for, 172 Rapid Reference 4.4; generic classification system to classify all scores in psychoeducational report, 174 Rapid Reference 4.6; getting started, 169; location of information in WISC manuals needed for score conversions, 171 Rapid Reference 4.3; note about classification intervals, 175–178; note about classification systems, 171–172 Rapid Reference 4.3; overview, 167–169; score report from X-BASS with Amanda’s data displayed with 68% confidence, 176 Fig. 4.2; score report from X-BASS with Amanda’s data displayed with 95% confidence, 177 Fig. 4.3; some reasons for using 68% confidence intervals for score reporting, 177–178 Rapid Reference 4.7; step-by-step, 178–180; summary of, step-by-step, 168–169 Rapid Reference 4.1

WISC-V, interpretation, step 1: determine best way to describe overall intellectual ability, 182–209; composition of FSIQ and selected primary and ancillary index scales for describing overall intellectual ability, 183 Rapid Reference 4.9; data for Alycia, 198 Rapid Reference 4.16; definition of cohesion and clinical meaningfulness, 185 Rapid Reference 4.10; example of decision making process for NVI versus FSIQ, 198–199; example of X-BASS output for determining best estimate of global ability for Alycia, 199 Fig. 4.4; FSIQs cohesive, but not considered clinically meaningful, 195–196; GAI as alternative to FSIQ, 199–209; is NVI or FSIQ best estimate of overall intellectual ability for ELS or language related disorder—summary of steps, 186–191 Rapid Reference 4.12; nature and meaning of global ability composites, 196–197 Rapid Reference 4.15; note about clinical meaningfulness, 193–194; NVI as alternative to FSIQ, 184–193; percentage of standardized sample obtaining high minus low scaled score difference between 5 and 9, inclusive, 193 Rapid Reference 4.13; sample statement by X-BASS for individual who is WL or suspected of having language-related disorder, 186 Rapid Reference 4.11; two children with same FSIQ but different scaled scores, 195 Rapid Reference 4.14; why detailed analyses are necessary to determine best estimate of global ability, 192–193

WISC-V, interpretation, step 2: analyze Primary Index Scales, 209; CHC broad and narrow abilities measured by Primary Index Scales, 210–217; cohesion analysis of Primary Index Scales using X-BASS, 222 Rapid Reference 4.22; criteria used in X-BASS for follow-up analysis for composites that are made up of two scores, 230 Tab 4.1; example of cohesion and follow-up statements for Amanda’s VCI and FRI in X-BASS, 223 Fig. 4.5; example of cohesion and follow-up statements for Amanda’s VSI and WMI in X-BASS, 224 Fig. 4.6; example of non-cohesive composite reported and interpreted for Marie, 227 Fig. 4.8; example of X-BASS output when follow-up may be necessary for the FRI, 247 Fig. 4.9; examples of cohesion analysis
for Fluid Reasoning Index (FRI), 226
Rapid Reference 4.23; examples of what is
meant by “follow-up” in X-BASS,
228—229 Rapid Reference 4.24; follow-up
assessment, 227; guidance provided by
X-BASS based on follow-up analysis,
243—244 Rapid Reference 4.26;
guidelines for index score interpretation
based on cohesion and follow-up analysis,
244—246 Rapid Reference 4.27; note
about construct representation, 218—221;
portion of interpretive output summary for
Amanda from X-BASS, 225 Fig. 4.7;
Primary Index Scale cohesion, 221—228
; summary of five Primary Indexes, 210 Rapid
Reference 4.19; two-subtest composites,
231—242 Rapid Reference 4.25
WISC-V, interpretation, step 3: analyze the
Ancillary Index Scales: Quantitative
Reasoning Index (QRI), Auditory Working
Memory (AWMI), and Cognitive
Proficiency Index (CPI), 248—249;
clinical utility of selected Ancillary Index
Scales, 249 Rapid Reference 4.29;
summary of three Ancillary Indexes, 248
Rapid Reference 4.28
WISC-V, interpretation, step 4: analyze the
Complementary Index Scales: Naming
Speed Index (NSI), Symbol Translation
Index (STI), and Storage and Retrieval
Index (SRI), 250—251; clinical utility of
Complementary Index Scales, 251—252
Rapid Reference 4.31; summary of the
three Ancillary Indexes, 251 Rapid
Reference 4.30
WISC-V, interpretation, step 5: determine
normative strengths and weaknesses in
Index Scale profile, 249—251; chart for
Categorizing Index Scale scores from a
normative perspective, 253 Rapid
Reference 4.32
WISC-V, interpretation, step 6 (optional):
determine personal strengths, personal
weaknesses, key assets, and high priority
concerns among Primary Index scales:
chart for Categorizing Index Scale scores
from a normative perspective, 254—266;
determination of strengths and weaknesses
using overall sample comparisons, 255 Tab.
4.2; determining strengths and weaknesses
using FSIQ 80—89, 257 Tab. 4.4;
determining strengths and weaknesses
using FSIQ 90—109, 258 Tab. 4.5;
determining strengths and weaknesses
using FSIQ 110—119, 259 Tab. 4.6;
determining strengths and weaknesses
using FSIQ 120 and higher, 260 Tab. 4.7;
determining strengths and weaknesses
using FSIQ less than 80 composite, 256
Tab. 4.3; interpretation of strengths and
weaknesses in Primary Index Scale profile,
264—266 Rapid Reference 4.34; note about
personal strengths and weaknesses,
254—266; terms used in strengths and
weaknesses analysis of Primary Index
Scales, 263 Rapid Reference 4.33
WISC-V, interpretation, step 7 (optional):
determine whether new clinical composites
are cohesive and add clinically relevant
information beyond that provided by
Primary, Ancillary, and Complementary
Scales, 266; cohesion analysis for clinical
composites made of three or more subtest,
273 Tab. 4.10; cohesion analysis for new
clinical composites made up of two
subtests, 272 Tab. 4.9; internal consistency
reliability coefficients and SEMs, 270–271
Tab. 4.8; summary of new clinical
composites, 267–268 Rapid Reference 4.35
WISC-V, overview of, 1–50; Alfred Binet and
“first” intelligence tests, 6–7; ancillary and
complementary index scales, 22 Fig. 1.3;
broad CHC classifications of WISC-V
subtests according to various data sources,
23 Rapid Reference 1.2; changes from
WISC-IV to WISC-V, 16–17; classification
of WISC-V subtest g-loadings, 32 Tab. 1.6;
composition of WISC-V Full Scale IQ, 20
Fig. 1.1; description, 13; descriptions of
WISC-V subtests, 18 Tab. 1.3; from
prediction to prevention, 2–3; previous editions, 13;
Primary Index Scales, 21 Fig. 1.2;
structure, 32; structure of WISC-V
composite scores and corresponding internal consistency coefficients, 31 Tab. 1.5; subtest structure of previous editions, 14 Tab. 1.1; suggested abilities and processes measured by WISC-V subtests and possible influences on subtest performance, 24–29 Rapid Reference 1.3; value of history of Wechsler Scales, 4–5; Wechsler's subtests, 11–12; WISC-V at a glance, 14–16 Tab. 1.2; Yerkes Point Scales, 12–13

WISC-V, scoring: allowable subtest substitutions for deriving FSIQ, 139 Tab. 3.1; appropriate situations for calculating index scores and FSIQ when raw scores of zero are obtained on subtests, 142; Arithmetic (FRI, Secondary) keys, 160; Block Design (VSI, Primary) key, 148 Tab. 3.5; Cancellation (PCI, Secondary) keys, 155—156; changes in scoring: Subtest 1, Block Design (VSA, Primary), 146 Tab. 3.2; changes in scoring: Subtest 2, Similarities (VCI, Primary), 147 Tab. 3.3; changes in scoring: Subtest 3, Matrix Reasoning (FRI, Primary), 147 Tab. 3.4; changes in scoring: Subtest 4, Digit Span (WMI, Primary), 147—148; changes in scoring: Subtest 5: Coding (WMI, Primary), 148—149; changes in scoring: Subtest 6, Vocabulary (VCI, Primary), 151 Tab. 3.7; changes in scoring: Subtest 10: Symbol Search (PSI, Primary), 153 Tab. 3.8; changes in scoring: Subtest 11: Information (VCI, Secondary), 154 Tab. 3.9; changes in scoring: Subtest 12: Picture Concepts (FRI, Secondary), 154 Tab. 3.10; changes in scoring: Subtest 14: Cancellation (PSI, Secondary), 156 Tab. 3.11; changes in scoring: Subtest 18: Comprehension (VCI, Secondary), 160 Tab. 3.12; common errors in calculating total raw scores, 135–136; Comprehension (VCI, Secondary) keys, 160; Delayed Symbol Translation (Complementary) keys, 161–162i; Digit Span (WMI, Primary) keys, 147—148; Flight Weights (FRI, Primary) keys, 151; frequently asked questions, 162—164 Rapid Reference 3.2; Immediate Symbol Translation (Complementary) keys, 158—159; indexes and FSIQ, 137—139; Information (VCI, Secondary) keys, 154; Letter-Number Sequencing (VMI, Secondary) keys, 155; Matrix Reasoning (FRI, Primary) key, 147; most frequent errors in obtaining scaled scores, 136—137; Naming Speed Literacy (Complementary) keys, 156—158; Naming Speed Quantity (Complementary) keys, 158–159; Picture Concepts (FRI, Secondary) keys, 154; Picture Span (WMI, Primary) keys, 151—152; prorating FSIQ on WISC-V, 142—143; Recognition Symbol Translation (Complementary) keys, 162; scoring subtests requiring judgement, 143—144; Similarities (VCI, Primary) key, 146; special considerations for calculating index scores and FSIQ using supplemental subtests, 139—140; special considerations for indexes and FSIQ with subtest raw scores of zero, 141—142; standard scores, 134 Rapid Reference 3.1; subtest raw scores and raw process scores, 134–136; subtest scaled, standard, standardized process scores, and contrast scores, 136—137; subtests composing WISC-V Ancillary Indexes, 141; subtests composing WISC-V complementary indexes, 141; subtests composing WISC-V Primary Indexes and FSIQ, 138; Symbol Search (PSI, Primary) keys, 152—153; types of scores, 133–134; Visual Puzzles (VSI, Primary) keys, 151; Vocabulary (VCI, Primary), 149—150

WISC-V, theoretic structure, 32; exploratory factor analysis of WISC-V subtests, 36 Tab. 1.7; Fluid Reasoning Subtests: Matrix Reasoning, Picture Concepts, Figure Weights, and Arithmetic, 35—37; Long-Term Storage and Retrieval subtests, 40; new Gc clinical composites for WISC-V, 33 Rapid Reference 1.4; new Gf clinical composite for, 35 Rapid Reference 1.5; new Glr clinical composite for, 41 Rapid Reference 1.8; new Gs clinical composite for, 39 Rapid Reference 1.7; new Gsm clinical composites for, 38 Rapid Reference 1.6; Processing Speed Subtests: Coding, Symbol Search, and Cancellations, 39—40; relations with other variables, 41; summary of criterion validity studies for Primary Index Scales and FSIQ, 43—46;
summary of special group studies for Primary Index Scales and FSIC, 42; Verbal Comprehension Subtests: Similarities, Vocabulary, Information, and Comprehension, 33—35; Visual Spatial Processing Subtests: Block Design and Visual Puzzles, 37; Wechsler's IQ versus Spearman's g, 41—48; Working Memory Index Subtests: Digit Span, and Letter-Number Sequencing, 37—39


WISC-V Administration and Scoring Manual Supplement (Wechsler), 135–137

WISC-V Technical and Interpretive Manual (Wechsler), 13, 36, 37, 72, 135, 137, 171, 254, 280, 285, 304, 311, 328—329, 375

Within Normal Limits (WNL), 263

WJ IV COG. See Woodcock-Johnson IV Tests of Cognitive Ability

Woodcock, R. W., 5, 21, 177, 202

Woodcock-Johnson IV Tests of Cognitive Ability (WJ IV COG; Schrank, Mather, and McGrew), 5, 172—173, 569, 570, 577

Working Memory Domain and Arithmetic and Symbol Translation Subtests, behavioral observations and process-oriented assessment, 378; related to application of Working Memory with Auditory Stimuli, 382–383; related to difficulties with use of auditory processes, 378–379; related to initial registration of auditorily presented verbal information, 382; related to use of executive functions, 380–382; related to use of math calculation and problem-solving skills, 378; related to use of sequencing ability, 379–380

WPSSI. See Wechsler Preschool and Primary Scale of Intelligence (WPSSI)

Wright, J., 482

Wycoff, K. L., 407

X

XBA. See Cross-Battery Assessment approach (XBA)

X-BASS. See Cross-Battery Assessment Software System (X-BASS)

Y

Yerkes, R. M., 12, 546

Ysseldyke, J. E., 541, 543

Z

Zaboski, B., 414

Zhang, O., 33, 268, 593

Zhou, X., 33, 268

Zhu, J., 10, 37