

Wisc Iv Wechsler Intelligence Scale For Children Iv

The Wechsler Intelligence Scale is the most widely used intelligence test for children worldwide. WISC-V introduces new subtests, composite scores, process scores, error scores, and scaled scores as a more complex and accurate means of assessing cognitive abilities. WISC-V Assessment and Interpretation provides practical information for clinicians on selection of subtest measures, administration, and interpretation. New subtests are described along with tips for accurate administration and scoring. Full Scale IQ is identified as important for predicting relevant behaviors, and primary index scores for characterizing the child's strengths and weaknesses. Classroom indicators of low scores on each of these abilities are identified, with suggested interventions, accommodations, and instructional strategies for low scorers. Coverage includes ethnic differences for the Full Scale IQ and each primary index score, along with evidence of the profound influence of parental attitudes and expectations. Several other societal and contextual factors relevant to understanding racial/ethnic differences are presented. Two chapters review use of the WISC-V for identifying learning disabilities, testing of individuals with dyslexia, and best-practice recommendations to ensure accurate diagnosis and intervention. Concluding chapters describe advances in the Q-interactive system platform allowing administration of the WISC-V on iPads and other tablets and how clinicians can tailor assessment using select WISC-V subtests and features. Authored by the creators of the WISC-V Describes the new subtests, revised test structure, and test extensions Advises clinicians on test selection and custom tailoring of assessment measures Provides best practice recommendations for accurate administration and scoring Addresses electronic administration via tablets and comparison to print scores Reviews social/contextual factors for understanding racial/ethnic differences Translates scores to predict behaviors and identify child strengths and weaknesses Suggests interventions, accommodations, and instructional strategies for low scorers

The Wechsler Intelligence Scale for Children: Fourth Edition (WISC-IV) is one of the most often used measures to assess intelligence and cognitive functions in children, ages 6-16 years. The second edition of the WISC-IV Clinical Assessment and Intervention will include new information obtained from the clinical use of the WISC-IV in practice. Information on the basic use of the assessment tool is condensed from three chapters into one, with four new chapters discussing how to use and interpret WISC-IV with additional clinical populations. These new populations include pervasive Developmental Disorders

*including autism, Social and emotional disorders, psychiatric disorders, and medical disorders that may affect intelligence. An additional new chapter discusses intervention planning across patient populations. Each of the chapters (revised original chapters and new chapters) will additionally include case studies including diagnosis and intervention. Overall, the material in the book is 65% changed, new, and updated. These changes make the second edition better able to meet a clinician's needs in using and interpreting this test. New to the Second Edition: * Inclusion of case studies illustrating the clinical applications of the WISC-IV in assessment and program planning * Intervention recommendations following from assessment to diagnosis * Introductory chapter illustrating the relationships between the WISC-IV index scores and intervention planning * New chapters on Learning Disabilities, emotionally disturbed children, systematic illness, and Autism Spectrum Disorders * Specialized chapters on neuropsychological applications, executive functioning, and cultural issues * Additional information to aid test interpretation including extended norms for gifted children and the Cognitive Proficiency Index * All chapters revised to reflect data obtained from the test in clinical use*

The Native American population is severely underrepresented in empirical test validity research despite being overrepresented in special education programs and at an increased risk for special educational evaluation. This study is the first to investigate the structural validity of the Wechsler Intelligence Scale for Children - Fourth Edition (WISC-IV) with a Native American sample. The structural validity of the WISC-IV was investigated using the core subtest scores of 176, six-to-sixteen-year-old Native American children referred for a psychoeducational evaluation. The exploratory factor analysis procedures reported in the WISC-IV technical manual were replicated with the current sample. Congruence coefficients were used to measure the similarity between the derived factor structure and the normative factor structure. The Schmid-Leiman orthogonalization procedure was used to study the role of the higher-order general ability factor. Results support the structural validity of the first-order and higher-order factors of the WISC-IV within this sample. The normative first-order factor structure was replicated in this sample, and the Schmid-Leiman procedure identified a higher-order general ability factor that accounted for the greatest amount of common variance (70%) and total variance (37%). The results support the structural validity of the WISC-IV within a referred Native American sample. The outcome also suggests that interpretation of the WISC-IV scores should focus on the global ability factor.

Wechsler intelligence scale for children, fourth edition : technikai és értelmező kézikönyv

*WISC-IV: Wechsler Intelligence Scale for Children, 4th Edition Integrated
Predicting Academic Achievement with WISC-IV FSIQ and Index Scores
WAIS-IV Clinical Use and Interpretation*

Wechsler Intelligence Scale for Children : Technical and Interpretive Manual

This Encyclopedia goes beyond other references in the field to offer concise and comprehensive coverage of assessment, treatment and rehabilitation in a single source, with more than fifteen hundred entries with linked cross-references and suggested readings.

This reference work breaks new ground as an electronic resource. Utterly comprehensive, it serves as a repository of knowledge in the field as well as a frequently updated conduit of new material long before it finds its way into standard textbooks.

The comprehensive reference for informative WISC-V assessment Essentials of WISC-V Assessment provides step-by-step guidance for administering, scoring, and interpreting the Wechsler Intelligence Scale for Children (WISC-V). Packed with practical tips for more accurate assessment, this informative guide includes numerous case studies that illustrate a range of real-world issues. Special attention is devoted to the assessment of individuals who have significant learning difficulties, such as learning disabilities, and who speak English as a second language. The WISC-V is a valuable assessment tool, but it must be administered and scored appropriately to gain meaning from score interpretation. This book gives you an in-depth understanding of the WISC-V assessment and interpretive process to assist practitioners in: Conducting efficient and informative WISC-V assessments Utilizing WISC-V in cross-battery and neuropsychological assessment Applying WISC-V in the identification of specific learning disabilities Utilizing WISC-V in nondiscriminatory assessment of English language learners Writing theory-based WISC-V reports Linking WISC-V findings to interventions based on individual performance As the world's most widely-used intelligence test for children, the WISC-V is useful in diagnosing intellectual disabilities and specific learning disabilities, as well as in identifying giftedness. In this volume, sample reports demonstrate how WISC-V assessment results may be linked to interventions, accommodations, modifications, and compensatory

strategies that facilitate positive outcomes for children. Essentials of WISC-V Assessment is the all-in-one practical resource for both students and practitioners. The book can be used on its own or with companion software (purchased separately) that provides a user-friendly tool for producing psychometrically and theoretically defensible interpretations of WISC-V performance, and may be used to develop interventions based on each child's strengths and weaknesses.

Encyclopedia of Cross-Cultural School Psychology

Encyclopedia of Child Behavior and Development

Technical and Interpretative : Manual

Factor Structure of the Wechsler Intelligence Scale for Children--Fourth Edition Among Students with Attention Deficit Hyperactivity Disorder

WISC-IV Clinical Assessment and Intervention

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Information on the basic use of the assessment tool is condensed from three chapters into one, with four new chapters discussing how to use and interpret WISC-IV with additional clinical populations. These new populations include pervasive Developmental Disorders including autism, Social and emotional disorders, psychiatric disorders, and medical disorders that may affect intelligence. An additional new chapter discusses intervention planning across patient populations. Each of the chapters (revised original chapters and new chapters) will additionally include case studies including diagnosis and intervention. Overall, the material in the book is 65% changed, new, and updated. These changes make the second edition better able to meet a clinician's needs in using and interpreting this test. Inclusion of case studies illustrating the clinical applications of the WISC-IV in assessment and program planning Intervention recommendations following from assessment to diagnosis Introductory chapter illustrating the relationships between the WISC-IV index scores and intervention planning New chapters on Learning Disabilities,

*emotionally disturbed children, systematic illness, and Autism Spectrum Disorders
Specialized chapters on neuropsychological applications, executive functioning, and
cultural issues Additional information to aid test interpretation including extended
norms for gifted children and the Cognitive Proficiency Index All chapters revised to
reflect data obtained from the test in clinical use*

*The historical correlation between intellectual functioning and academic achievement is
largely based on individually administered achievement tests. However, the standards-
based reform movement and recent special education legislation emphasize group-based
achievement tests and allow for the use of state-based tests in eligibility
determinations. Importantly, there does not exist research examining the IQ-achievement
relationship using standards-based tests; thus, the current study evaluated the
correlation between the Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV)
and those tests comprising the North Carolina assessment program (i.e., End-of-Grade
(EOG) tests). Five NC school psychologists provided archival information on students ($n =$
76) and results yielded support for the two hypotheses, which postulated that confidence
intervals placed around correlation coefficients between Full Scale IQ (FSIQ) scores and
EOG-Reading and --Mathematics scores would capture $r = .6$, which is roughly halfway
between the range of historical correlations. Implications regarding the validity of the
WISC-IV and its potential use in identifying learning disabilities in which achievement
is measured by tests linked to state standards, as well as suggestions for future
research are discussed.*

*For both experienced psychologists and graduate students, WISC-IV Advanced Clinical
Interpretation moves quickly through the essentials of WISC-IV interpretation and onto an
insightful analysis of the major cognitive domains assessed by WISC-IV. It is the
intention of the editors to raise the standard of practice from a simplistic 'test-label-
place' model to a clinical model of assessing to understand and intervene. In the first
chapter, the reader is presented with a comprehensive array of societal and home
environment factors for which there is empirical evidence indicating their impact on the
development of children's cognitive abilities, and ultimately their scores on*

intelligence tests. Subsequent chapters address issues related to the assessment of cognitive abilities that compose 'g', with special emphasis on the clinical correlates of working memory and processing speed from both neuropsychological and cognitive information processing perspectives. Each new chapter builds on material presented in previous chapters and progresses the reader purposefully through deeper levels of understanding of WISC-IV and cognitive assessment in general. Two chapters explicate the processing approach to interpretation that is the corner stone of the WISC-IV Integrated. A further chapter addresses the interpretation of WISC-IV findings within the context of other instruments as part of a full psychological evaluation. The final chapter provides an extensive case example of how to write psychological evaluation reports from a child-centered rather than a score-centered perspective that can have transforming impact on parents and teachers approach to the child. Overall, these four authors are the architects of a masterful new book on advanced WISC-IV interpretation from a clinical perspective, Together with the complimentary book, WISC-IV Clinical Assessment and Intervention, Second Edition these books provide the complete spectrum of information needed by all psychologists who use the WISC-IV in clinical practice. The Wechsler scale is the most widely used assessment of children's intelligence Authored by assessment experts including Harcourt Assessment staff with exclusive data on the WISC-IV Discusses interpretation of 4 index scores of WISC-IV Examines the WISC-IV in relation to other frequently used psychological tests Describes the importance of the WISC-IV integrated in clinical assessment Predicts scholastic achievement based on WISC-IV subtest scores Discusses modification of score interpretation based on culture, SES, & other contextual factors

WISC-IV Advanced Clinical Interpretation

A Guide to Interpretation and Educational Intervention

WISC-V Assessment and Interpretation

Encyclopedia of Autism Spectrum Disorders

WISC-V: Clinical Use and Interpretation, Second Edition provides practical information for clinicians on

the selection of subtest measures, along with their proper administration and interpretation. Full Scale IQ is identified as important for predicting relevant behaviors and primary index scores for characterizing the child's strengths and weaknesses. Classroom indicators of low scores on each of these abilities are identified, with suggested interventions, accommodations and instructional strategies for low scorers. Coverage includes ethnic differences for the Full Scale IQ and each primary index score, along with evidence of the profound influence of parental attitudes and expectations. Several other societal and contextual factors relevant to understanding racial/ethnic differences are presented. Two chapters review use of the WISC-V for identifying learning disabilities, testing of individuals with dyslexia, and best-practice recommendations to ensure accurate diagnosis and intervention. Concluding chapters describe advances in the Q-interactive system platform allowing administration of the WISC-V on iPads and other tablets, and how clinicians can tailor assessment using select WISC-V subtests and features. Authored by the creators of the WISC-V Describes the new subtests, revised test structure and test extensions Advises clinicians on test selection Provides test result interpretation Discusses clinical applications of test use

No other book reviews clinical neuropsychological assessment from an empirical psychometric perspective. In this completely revised and updated 2nd edition, the concepts and methods of psychometric neuropsychology are presented as a framework by which to evaluate current instruments. Newer methodologies and statistical techniques are discussed, such as meta analysis, effect size, confirming factor analysis and ecological validity. The explosion of research in this area since the publication of the first edition in 1989, has been incorporated, including a greatly expanded chapter on child assessment instruments. This volume is a must for the bookshelf of every clinical neuropsychologist as well as researchers and students. Anyone conducting forensic evaluations will especially find useful the information on reliability and validity when preparing for court appearances.

**WAIS-III The WISC-IV Companion A Guide to Interpretation and Educational Intervention Pro Ed
Wechsler Abbreviated Scale of Intelligence WASI**

Wechsler Intelligence Scale for Children

WISC-IV Wechsler Intelligence Scale for Children

A Thesis Submitted to the Faculty of the University of Louisiana at Monroe in Partial Fulfillment of the Fulfillment of the Requirements for the Degree of Master of Science in the Department of Psychology

Response booklet #1

Standardized intelligence tests are some of the most widely used tests by psychologists. Of these, clinicians most frequently use the Wechsler scales of intelligence. The most recent version of this test for children is the Wechsler Intelligence Scale for Children - Fourth Edition (WISC-IV); given the multiple test revisions that have occurred with the WISC, it is essential to address evidence regarding the structural validity of the test; specifically, that the internal structure of the test corresponds with the structure of the theoretical construct being measured. The current study is the first to investigate the factor structure of the WISC-IV across time for the same individuals. Factorial invariance of the WISC-IV was investigated using a group of 352 students eligible for psychoeducational evaluations tested, on average, 2.8 years apart. One research question was addressed: Does the structure of the WISC-IV remain invariant for the same individuals across time? Using structural equation modeling methods for a four-factor oblique model of the WISC-IV, this study found invariance at the configural and weak levels and partial invariance at the strong and strict levels. This indicated that the overall factor structure remained the same at test and retest with equal precision of the factor loadings at both time points. Three subtest intercepts (BD, CD, and SI) were not equivalent across test and retest; additionally, four subtest error variances (BD, CD, SI, and SS) were not equivalent across test and retest. These results indicate that the WISC-IV measures the same constructs equally well across time, and differences in an individual's cognitive profile can be safely interpreted as reflecting change in the underlying construct across time rather than variations in the test itself. This allows clinicians to be more confident in interpretation of changes in the overall cognitive profile of individual's across time. However, this study's results did not indicate that an individual's test scores should be compared across time. Overall, it was concluded that there is partial measurement invariance of the WISC-IV across time, with invariance of all factor loadings, invariance of all but three intercepts, and invariance of all but four item error variances.

With contributions from leading school psychology practitioners, this encyclopedia

provides a one-of-a-kind guide to cross-cultural school psychology. Some 400 entries explore concepts, themes, and the latest research findings to answer your questions in all aspects of the field. Moreover, the encyclopedia offers support at all levels of primary and secondary education, from pre-K to 12th grade. Each entry offers a description of a particular term, a bibliography, and additional readings. The editor is widely known for her bi-weekly Spanish-language columns and her appearances on television and radio as a cross-cultural expert.

The Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV) is one of the most popular intelligence tests used for special education eligibility purposes in the United States. Despite the large prevalence of children and adolescents with Attention Deficit Hyperactivity Disorder (ADHD), the factor structure of the WISC-IV among this population has not been explored. Thus, the factor structure of WISC-IV scores among students with ADHD was investigated via replicatory factor analysis followed by a comparison with the factorial structure of the normative sample using the coefficient of congruence. The four factor model proposed by Wechsler was consistent with the factor structure found in the sample of students with ADHD for all subtests except Picture Concepts and Matrix Reasoning. The Verbal Comprehension and Processing Speed factors appeared to measure the same construct in the study sample as in the normative sample, while the Perceptual Reasoning and Working Memory factors were only fairly similar to the normative sample. It is recommended that clinicians interpret Perceptual Reasoning and Working Memory index scores of students with ADHD cautiously. Limitations of the study, future directions for research, and implications for practitioners are discussed.

WAIS-III

Clinical Use and Interpretation

Wechsler Intelligence Scale for Children - WISC-IV

The Relationship Between WISC-IV Scores and North Carolina State Achievement Test Scores

WISC-IV UK.

The WISC-III is the most frequently used IQ assessment technique in the United States. This book discusses the clinical use of the WISC-III with respect to specific clinical populations, and covers research findings on the validity and reliability of the

test. It also includes standardization data from the Psychological Corporation. Many of the contributors participated in the development of the WISC-III and are in a unique position to discuss the clinical uses of this measure. The book describes the WISC-III from scientist-practitioner perspectives. It provides methods to aid in understanding and interpreting the WISC-III results for various groups of exceptional children. The book also presents detailed descriptions of behavior and achievement as well as recommendations for test interpreting standards. WISC-III Clinical Use and Interpretation has immediate and practical relevance to professionals who administer, interpret, or use the results of the WISC-III. The solid writing by leading experts makes the contents of this book an essential reference for WISC-III users. Leading experts discuss the clinical use of the WISC-III Thorough coverage of the literature with many new findings Covers wide range of exceptionalities from AD/HD to learning disabilities Direct relevance to practitioners, researchers, and trainers

A successor to the extremely popular Essentials of WISC-III/WPPSI-R Assessment(0-471-34501-6), Essentials of WISC-IV Assessment provides beginning and seasoned clinicians comprehensive guidelines to administering, scoring, and interpreting the latest revision of the Wechsler Intelligence Scales for Children. Featuring the popular Essentials format of call-out boxes, Test Yourself questions and step-by-step instructions, this handy resource also includes strengths and weaknesses of the instrument, practical clinical applications, and illustrative case reports. This detailed guide to using this immensely popular measure of intelligence is a must-have for anyone involved in the psychological testing of children.

Published in August of 2008, WAIS-IV is the most widely used intelligence test for adults in the world. Substantive changes were made to the WAIS-IV from the WAIS-III leaving clinicians with questions as to how to use and interpret the measure effectively. Written by the creators of the new test, this book serves as the ultimate insider's guide to the new test, providing users with the kind of access to norms and data that would be unavailable to any subsequent book on clinical use of this measure. The book discusses the changes made between 3rd and 4th editions along with an FAQ and answers about use and interpretation. The reader is instructed how to interpret composite scores, and everything needed to use and interpret two entirely new composite scores: the General Ability Index (GAI), and the Cognitive Proficiency Index (CPI). This information does NOT appear in the manual accompanying the test. The second section of the book focuses on WAIS-IV use and interpretation with special clinical applications and populations, including with multicultural clients, in neuropsychological settings, with individuals experiencing psychological disorders, and with older adults. The editors and chapter authors have exclusive access to proprietary WAIS-IV data to run advanced analyses and provide information beyond what is offered in the WAIS-IV manual. Provides practical advice on scoring and administration Facilitates understanding WAIS-IV use with special populations Describes use of the WAIS-IV with WMS-II

Evaluation of Verbal Comprehension and Perceptual Reasoning Index Scores on the WISC-III and WISC-IV in an ADHD

Population

Encyclopedia of Clinical Neuropsychology

WISC-IV Clinical Use and Interpretation

Manual

Reliability and Validity in Neuropsychological Assessment

WISC-IV Clinical Use and Interpretation provides comprehensive information on using and interpreting the WISC-IV for clinical assessment and diagnosis. With chapters authored by recognized experts in intelligence research, test development, and assessment, this will be a valuable resource to anyone using the WISC-IV in practice. This information is available nowhere else and is a unique opportunity to understand the WISC-IV from the perspective of those who know it best. Most relevant to practitioners is the applied focus and interpretation of the WISC-IV in psychological and psychoeducational assessment. Divided into two sections, Section I discusses general advances in the assessment of children's intelligence, and how the WISC-IV differs from the WISC-III. Also discussed are the clinical considerations of this test, including the meaning of the FSIQ and four Index scores and how the WISC-IV relates to other assessment measures, including the WISC-IV Integrated. Section II discusses the use of WISC-IV with exceptional children, including those with learning disabilities, giftedness, mental retardation, hearing impairment, ADHD, neuropsychological injury, and/or cultural and ethnic differences. * Written by leading experts * Provides a comprehensive description of the WISC-IV from research to clinical practice * Discusses WISC-IV use with exceptional children including LD, AD/HD, Gifted, Mental Retardation, Language Disabilities, Hearing Impaired, Head/Brain Injury, and Cultural and Ethnically Different Children * Outlines integrated models of assessment of assessment that include the WISC-IV * Provides case studies illustrating WISC-IV clinical use * Contains additional validity data on WISC-IV not available elsewhere * Practical and directly relevant to practitioners who use the WISC-IV

The WISC-IV is the top intelligence assessment instrument for children in the US, providing essential information into a child's cognitive functioning. Essentials of WISC-IV Assessment with CD-ROM, Second Edition presents professionals with step-by-step instruction on scoring and interpreting this test. Thoroughly updated, the new edition is now packaged with a CD-ROM for interpreting and scoring the WISC-IV. In addition, each chapter has been fully revised. Anyone involved in the psychological testing of children, specifically school psychologists and clinical psychologists, will benefit from this popular measure of intelligence. Note: CD-ROM/DVD and other supplementary materials are not included as part of eBook file.

A Guide to Interpretation and Educational Intervention This book is for practicing school psychologists, clinical and

counseling psychologists, and anyone else who uses the new Wechsler Intelligence Scale Fourth Edition (WISC-IV). The WISC-IV has been extensively revised; and because of that, some of its educational implications need to be revisited. This book helps examiners generate hypotheses about individual children's learning patterns. It draws heavily on the author's extensive experience with administering and interpreting the WISC-R, WISC-III, and WISC-IV. The WISC-IV Companion promises to become the number one desk reference interpreting this test. Extensively illustrated with face sheets from the WISC-IV, The WISC-IV Companion provides many examples of educational approaches and strategies that can be used in counseling and classroom settings, plus plenty of resources for further reading. It also arms readers with a comprehensive, eclectic understanding of the WISC-IV. Readers can quickly sift through and make sense of what the WISC-IV has to offer regarding a student's educational and intervention needs.

Factor Structure of the Wechsler Intelligence Scales for Children-Fourth Edition Among Referred Native American Students

WISC-IV

Scientist-Practitioner Perspectives

WISC-IV: manual

Essentials of WISC-IV Assessment

This study was designed to evaluate scores obtained on the Wechsler Intelligence Scale for Children, 4th ed. (WISC-IV) and the Wechsler Intelligence Scale for Children, 3rd ed. (WISC-III), Verbal Comprehension (VCI) and Perceptual Reasoning (PRI)/Perceptual Organization (POI) Indexes within a population of children diagnosed with Attention-Deficit/Hyperactivity Disorder (ADHD). Existing-file data from a mental health facility in a southern state were analyzed. Analysis of results in the current study failed to identify significant differences for gender or an interaction between gender and ethnicity. However, significant differences were identified by ethnicity. Data analysis in the current study also failed to identify significant differences in the mean VCI and PRI/POI scores between participants who were diagnosed with ADHD and those with other diagnoses. These results lend support to suggestions of caution in using the most recent Wechsler tests to distinguish and identify individuals with ADHD from individuals who would qualify for other diagnoses.

Interpret the WISC-V to help diagnose learning disabilities and to translate profiles of test scores to educational action The Wechsler Intelligence Scale for Children—Fifth Edition (WISC-V) is a valuable tool for assessing children and adolescents with learning disorders—and Intelligent Testing with the WISC-V offers the comprehensive guidance you need to administer, score, and interpret WISC-V profiles for informing diagnoses

and making meaningful educational recommendations. This essential resource provides you with cutting-edge expertise on how to interpret the WISC–V, which has an expanded test structure, additional subtests, and an array of new composites. Intelligent Testing offers valuable advice from experienced professionals with regard to clinically applying the WISC–V in an effort to understand a child's strengths and weaknesses—and to create a targeted, appropriate intervention plan. Ultimately, this book equips you with the information you need to identify the best theory-based methods for interpreting each child's profile of test scores within the context of his or her background and behaviors. Intelligent Testing provides a strong theoretical basis for interpreting the WISC–V from several vantage points, such as neuropsychological processing theory and the Cattell-Horn-Carroll (CHC) model, yet it permits you to interpret children's profiles using simple, straightforward steps. The most frequently used IQ test in the world, the WISC–V (like previous versions of the WISC) plays an integral role in evaluating children for learning and intellectual disabilities, developmental and language delays, and gifted and talented classifications. As such, understanding how to use the latest version of WISC is extremely important when assessing children and adolescents ages 6 to 16 years. Explore all aspects of both the conventional WISC–V and WISC–V Digital Read objective, independent test reviews of the WISC–V from independent, highly-respected expert sources Review 17 clinical case reports that spotlight experiences of children and adolescents referred to psychologists for diverse reasons such as reading problems, specific learning disabilities, ADHD, intellectual giftedness, and autistic spectrum disorders Learn how a broad-based, multi-faceted approach to interpretation that calls upon several scientific concepts from the fields of cognitive neuroscience, clinical and school neuropsychology, neuropsychological processing, and the CHC model, can benefit children by providing meaningful recommendations to parents, teachers, and often to the children and adolescents themselves Use the results of WISC–V as a helping agent to assist in creating the best intervention plan, rather than allowing test results to dictate placement or labeling Intelligent Testing with the WISC–V is an indispensable resource for professionals who work with the WISC–V, including school psychologists, clinical psychologists, educational diagnosticians, and more.

Wechsler intelligence scale for children, fourth edition : tesztfelvételi és pontozási kézikönyv

Wechsler Intelligence Scale for Children. Svarshäfte. Djurletning

Intelligent Testing with the WISC-V

Essentials of WISC-V Assessment

Technical and Interpretive Manual