

## **Assessing Intelligence In Children And Adolescents A Practical Guide Guilford Practical Intervention In The Schools**

In this groundbreaking handbook, more than 60 internationally respected authorities explore the interface between intelligence and personality by bringing together a wide range of potential integrative links drawn from theory, research, measurements, and applications.

Volume 3: Assessment of Children and Adolescents provides practical, authoritative guidance in the Rorschach assessment of personality functioning in young people and in the identification of psychological disorders and developmental difficulties. Supported by conceptual formulations and research evidence, this text helps clinical and counseling psychologists deepen their understanding of the Rorschach and sharpen their skill in administering it. The Second Edition includes new material on the issue of projection, revised normative data on young people age 5 to 16, and a demonstration of the recently developed Comprehensive System "search strategy" for interpreting children's and adolescents' records. New to this edition also are sections on interpreting the Schizophrenia Index (SCZI), the Depression Index (DEPI), the Coping Deficit Index (CDI), and the Hypervigilance Index (HVI), and a discussion of bipolar disorder and the dynamic interplay of mania and depression. Subsequent chapters present new formulations of faltering personality development and antisocial behavior and new information on the assessment of learning disabilities and attention deficit hyperactivity disorder (ADHD). A final chapter offers new material on Rorschach-based recommendations in child custody disputes. Throughout the text, explanatory concepts and empirical data are used to link features of normal and abnormal development with response patterns on the Rorschach, which are then linked to concrete criteria for diagnosis and treatment planning. The authors provide fourteen case studies to demonstrate clearly the application of these principles in clinical practice. Based on a system that has, over time, demonstrated both its validity and reliability, this book is an essential resource for all psychologists practicing, teaching, supervising, or researching personality assessment of children and adolescents.

The Wechsler Intelligence Scale for Children - Revised (WISC-R) consists of the same twelve tests (six on the Verbal Scale and six on the Performance Scale) that constituted the 1949 WISC. The revised Scale includes the use of Test Age, Global Intelligence, Nonintellective Factors, Psychological Diagnosis, Individual Assessment, and Test Interpretation as means for measuring general intelligence in children.

This book explains the psychological assessment process and reviews the origins of psychological testing, referral and

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testing processes, and prominent psychological assessment instruments. Most important, this book details how to evaluate testing data and use them to understand an individual's needs and to inform interventions and treatments. This book addresses specific domains of psychological assessment, including:

- Intelligence and academic achievement.
- Speech-language and visual-motor abilities.
- Memory, attention/concentration, and executive functioning.
- Behavioral and social-emotional functioning.
- Developmental status.

Practical Guide to Child and Adolescent Psychological Testing is an essential resource for clinicians, primary care providers, and other practitioners as well as researchers, professors, and graduate students in the fields of child, school, and developmental psychology, pediatrics and social work, child and adolescent psychiatry, primary care medicine, and related disciplines.

The classic text--now updated with a new interpretive approach to the WAIS®-III Assessing Adolescent and Adult Intelligence, the classic text from Alan Kaufman and Elizabeth Lichtenberger, has consistently provided the most comprehensive source of information on cognitive assessment of adults and adolescents. The newly updated Third Edition provides important enhancements and additions that highlight the latest research and interpretive methods for the WAIS®-III. Augmenting the traditional "sequential" and "simultaneous" WAIS®-III interpretive methods, the authors present a new approach derived from Cattell-Horn-Carroll (CHC) theory. This approach combines normative assessment (performance relative to age peers) with ipsative assessment (performance relative to the person's own mean level). Following Flanagan and Kaufman's work to develop a similar CHC approach for the WISC®-IV, Kaufman and Lichtenberger have applied this system to the WAIS®-III profile of scores along with integrating recent WAIS®-III literature. Four appendices present the new method in depth. In addition to a detailed description, the authors provide a blank interpretive worksheet to help examiners make the calculations and decisions needed for applying the additional steps of the new system, and norms tables for the new WAIS®-III subtest combinations added in this approach. Assessing Adolescent and Adult Intelligence remains the premier resource for the field, covering not only the WAIS®-III but also the WJ III®, the KAIT, and several brief measures of intelligence, as well as laying out a relevant, up-to-date discussion of the discipline. The new, theory-based interpretive approach for the WAIS®-III makes this a vital resource for practicing psychologists, as well as a comprehensive text for graduate students.

Brue's Essentials Intellectual Disability is a concise, up-to-date overview of intellectual disability evaluation and assessment. This text offers a practical, concise overview of the nature of intellectual disability and adaptive skills functioning in children, adolescents, and adults. Coverage includes the latest information on prevalence, causes, differential diagnoses, behavioral and social concerns, test instruments, and the new DSM-5 diagnostic criteria. The discussion promotes a deeper understanding of the use of assessment data to inform interventions in clinical practice.

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Designed for easy navigation, each chapter highlights important points and key cautions to allow quick reference without sacrificing depth. A sample assessment report illustrates how findings should be communicated to better inform treatment, giving you a practical reference to ensure comprehensive reporting. In 2013, the DSM-5 conceptualization of intellectual disabilities was significantly changed. It's important for professionals to have access to the most current guidelines from a variety of sources, and this book compiles them all into a single reference.

Managing human emotions plays a critical role in everyday functioning. After years of lively debate on the significance and validity of its construct, emotional intelligence (EI) has generated a robust body of theories, research studies, and measures. *Assessing Emotional Intelligence: Theory, Research, and Applications* strengthens this theoretical and evidence base by addressing the most recent advances and emerging possibilities in EI assessment, research, and applications. This volume demonstrates the study and application of EI across disciplines, ranging from psychometrics and neurobiology to education and industry. *Assessing Emotional Intelligence* carefully critiques the key measurement issues in EI, and leading experts present EI as eminently practical and thoroughly contemporary as they offer the latest findings on: EI instruments, including the EQ-I, MSCEIT, TEIQue, Genos Emotional Intelligence Inventory, and the Assessing Emotions Scale. The role of EI across clinical disorders. Training professionals and staff to apply EI in the workplace. Relationships between EI and educational outcomes. Uses of EI in sports psychology. The cross-cultural relevance of EI. As the contributors to this volume in the Springer Series on Human Exceptionality make clear, these insights and methods hold rich potential for professionals in such fields as social and personality psychology, industrial and organizational psychology, psychiatry, business, and education.

*Intelligence, Instruction, and Assessment* shows how modern theories of intelligence can be directly applied by educators to the teaching of subject matter, regardless of the age of the students or the content being taught. It is intended primarily for teachers at all levels--elementary, secondary, tertiary--who want to apply in their classrooms what we know about intelligence. The focus is not on modifying students' intelligence, per se, but on increasing their disciplinary knowledge and understanding. Hence, this book will help teachers learn how they can teach more effectively what they are already teaching. The assumption is that what teachers care most about is how they can improve upon what they are already doing, and how they can learn what they need to do in order to be more effective in their work. The contributors are well known for their work on intelligence and education. Each chapter includes an accessible explanation of the author's theory of intelligence, and discusses the implications of that theory both for instruction and for assessment. The book is international in scope, reflecting both American and European perspectives. Anyone interested in knowing how modern theories of intelligence can be applied to education will want to read this book--particularly teachers and other education

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specialists, as well as developmental psychologists, cognitive psychologists, and philosophers with an interest in applying psychological theory to classroom practice. It will serve well as a text for courses on educational psychology, intelligence, cognition and instruction, and foundations of teaching.

This book is authoritative and detailed in its description of the various measures and instruments used in assessment and diagnosis of children and adolescents. It provides extensive information about interpretation of test results, providing a solid handbook of training and practice. New Chapter 19 on neuropsychological approaches offers a thorough, current introduction to this popular approach to assessing cognitive function. New Chapter 11, Assessment of Adolescent and Adult Intelligence, allows users to become comfortable in assessing college-age individuals and includes coverage of WAIS-III and KAIT. New Chapter 14, Achievement and Intelligence Screeners, provides unique coverage for new clinicians. Revised Chapter 2, Theory, has been completely updated to include the latest theoretical breakthroughs. Revised Chapter 17, Modern Interpretation Methods, offers a simpler and more intuitive approach to test interpretation. Clinical, practical nature of the text has been enhanced through increased case examples and added emphasis on the qualitative aspects of the interpretive approach. For practicing clinicians, school psychologists, counselors, and social workers who assess child and adolescent intelligence and special abilities.

Over the last several decades, psychological testing and assessment has grown to be one of the most prolific research areas in psychology. Testing has expanded to include evaluation and treatment of childhood disorders of development, learning and behavior; tests are being published at an increasing rate; and the scholarly literature on the topic abounds. Providing practitioners, researchers, professors, and students with an invaluable resource, this unique two-volume set presents a comprehensive reference to child assessment that encompasses the breadth and depth of this field in a single source. For convenience, the two volumes focus on intelligence and personality respectively. Together, they cover a broad base of domains in children's psychological and educational assessment including such diverse areas as academic achievement, intelligence, adaptive behavior, personality, and creativity assessment. With a unique emphasis on practical issues in the assessment process, the volumes offer detailed discussion of commonly used tests such as the WISC-R, the K-ABC, and the Rorschach, and also examine general methods such as projective story-telling techniques. Covering the gamut of assessment issues, chapters range from discussions on the use of intelligence measures such as the Binet 4, to ethical issues, to such specific topics as the assessment of linguistic minority children. Chapter contributions are by eminent psychologists and educators in the field of assessment with special expertise in research or practice in their topic areas. The chapters purposely vary from an emphasis on specific applications in assessment to cutting edge knowledge and critiques of research and statistical procedures. The breadth of this text makes it an

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invaluable guide for professionals responsible for the assessment of children and adolescents. Researchers who study aspects of children's assessment and psychodiagnostics will find it a comprehensive resource. These volumes also may serve as texts for graduate level courses in intellectual and personality assessment, practica and internship course work, and courses on psychodiagnostics, psychopathology, and special education.

Dynamic Assessment, Intelligence and Measurement paves the way for the development of dynamic assessment by applying this unique approach to the assessment of human potential. Explores the relationship that dynamic assessment shares with intelligence and measurement Outlines a new approach to the assessment of human intelligence while remaining rooted within the scientific realm of psychology Fuses philosophy, science methodology, and meta-theory to offer an innovative framework for the assessment of models and theories, dynamic assessment, intelligence, measurement theory, and statistical significance testing Provides the theoretical underpinnings that can lead to a new way forward for the 'movement' of dynamic assessment

This book highlights assessment techniques, issues, and procedures that appeal to practicing clinicians. Rather than a comprehensive Handbook of various tests and measures, The Clinical Assessment of Children and Adolescents is a practitioner-friendly text that provides guidance for test selection, interpretation, and application. With topics ranging from personality assessment to behavioral assessment to the assessment of depression and thought disorder, the leaders in the field of child and adolescent measurement outline selection and interpretation of measures in a manner that is most relevant to clinicians and graduate students. Each chapter makes use of extensive case material in order to highlight issues of applicability.

Psychologists offer an increasing variety of services to the public. Among these services, psychological assessment of personality and behavior continues to be a central activity. One main reason is that other mental health professionals often do not possess a high level of competence in this area. And when dealing with children and adolescents, psychological assessment seems to take on an even greater role. Therefore, it follows that comprehensive graduate-level instruction in assessment should be a high priority for educators of psychologists who will work with these youth. This textbook is organized into three sections, consistent with the authors' approach to teaching. Part I provides students with the psychological knowledge base necessary for modern assessment practice, including historical perspectives, measurement science, child psychopathology, ethical, legal, and cultural issues, and the basics of beginning the assessment process. Part II gives students a broad review of the specific assessment methods used by psychologists, accompanied by specific advice regarding the usage and strengths and weaknesses of each method. In Part III, we help students perform some of the most sophisticated of assessment practices: integrating and communicating assessment

results and infusing assessment practice with knowledge of child development and psychopathology to assess some of the most common types of behavioral and emotional disorders in youth. A text focusing on assessment practices must be updated every four to six years to keep pace with advances in test development. For example, several of the major tests reviewed in the text, such as the Behavioral Assessment System for Children and the Child Behavior Checklist, have undergone major revisions since the publication of the last edition making the current content outdated. Further, another major test, the Conners' Rating Scales, is undergoing substantial revisions that should be completed before publication of the next edition. Finally, the evidence for the validity of the tests and the recommendations for their appropriate use evolve as research accumulates and requires frequent updating to remain current. For example, there was a special issue of the Journal of Clinical Child and Adolescent Psychology published focusing on evidenced-based assessment of the major forms of childhood psychopathology that will need to be integrated into the chapters in Part 3. This latter point reflects an important trend in the field that should influence the marketing of the book. That is, there are several initiatives being started in all of the major areas of applied psychology (e.g., school, clinical, and counseling) to promote evidenced-based assessment practices. These initiatives have all emphasized the need to enhance the training of graduate students in this approach to assessment. This has been the orientation of this textbook from its first edition: that is, Clinical Assessment of Child and Adolescent Personality and Behavior has focused on using research to guide all recommendations for practice. The ability of the textbook to meet this training need should be an important focus of marketing the book to training programs across all areas of applied psychology.

First published in 2004. Routledge is an imprint of Taylor & Francis, an informa company.

Clinical Assessment of Children's Intelligence: A Handbook for Professional Practice investigates the most recent methods being utilized in assessing children's knowledge and aptitude. Valuable case studies, anecdotes, and research reports - written in an easily accessible style - provide up-to-date information in the field of intelligence testing. This lucid explanation of the principles of children's intelligence assessment and diagnostic practice offers in-depth coverage of a wide variety of tests. And, it explains step-by-step methods to be utilized when interpreting them. A uniform interpretative system that can be applied to all measures of intelligence is provided. Five comprehensive sections cover: psychological foundations, assessment foundations, interpretation and reporting, assessment tools, and advanced concepts and applications. One-on-one interviews lend thought-provoking input to issues being expressed by acknowledged professionals in the field. Dr. Kamphaus' explanations provide greater detail in addressing test bias issues and computer applications. Additional chapters explore the growing concern of ethics and practice standards as well as the assessment of exceptional children. A tour de force, this book takes the reader on a journey through the history of the assessment process, providing the most up-to-date information on testing available today.

This volume, much like its companion text Cognition in Special Children, focuses on intellectual and motivational processes that

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characterize individuals at the extremes of human talent. The aim is to understand more about exceptional children: how they are like and unlike other children, and what intellectual and motivational processes best explain their delayed or accelerated performance. The link between exceptionality and intelligence is examined from three perspectives: the role of intelligence theories and tests in the diagnosis and classification of retarded, learning disabled, and gifted children and adolescents; the use of intelligence theory to guide educational programming; and the importance of special populations for constructing, revising, and assessing new models of intelligence.

This book is a practical, comprehensive guide for assessing the intelligence of children and youth for graduate students in school psychology training programs, as well as school personnel working at both the primary level (i.e., elementary schools) and at the secondary level (i.e., middle and high schools).

Quickly acquire the knowledge and skills you need to confidently administer, score, and interpret various brief intelligence tests. *Essentials of Assessment with Brief Intelligence Test* efficiently presents, in the popular *Essentials* format, concise information on the range of brief intelligence tests that are used most often in school and clinical practices and provides an overview and definition of brief intelligence testing as well as its uses and limitations. Sample evaluations using brief intelligence tests are also included. This compact and easy-to-use book includes coverage of: The Kaufman Brief Intelligence Test-Second Edition (KBIT-2) Reynolds Intellectual Screening Test (RIST) Wechsler Abbreviated Scale of Intelligence (WASI) Wide Range Intelligence Test (WRIT) As part of the *Essentials of Psychological Assessment* series, this volume provides information mental health professionals need to practice knowledgeably, efficiently, and ethically in today's behavioral healthcare environment. Each concise chapter features numerous callout boxes highlighting key concepts, bulleted points, and extensive illustrative material, as well as "Test Yourself" questions that help you gauge and reinforce your grasp of the information covered. *Essentials of Assessment with Brief Intelligence Tests* includes vital, yet succinct, information on the four most commonly used brief intelligence tests and equips clinicians including school psychologists, clinical psychologists, and learning specialists with the knowledge and skills to make optimal use of these important tests. Other titles in the *Essentials of Psychological Assessment* series: *Essentials of Stanford-Binet Intelligence Scales (SB5)* *Assessment Essentials of WISC®-IV* *Assessment Essentials of WIAT®-II* and *KTEA-II Assessment Essentials of School Neuropsychological Assessment* *Essentials of WJ III Cognitive Abilities Assessment* *Essentials of WJ III Tests of Achievement Assessment* *Essentials of WPPSI-III Assessment* *Essentials of Cross-Battery Assessment* *Essentials of KABC-II Assessment* *Essentials of NEPSY® Assessment* *Essentials of Assessment Report Writing* *Essentials of WMS®-III Assessment*

The past decade has brought important advances in our understanding of the brain, particularly its influence on the behavior, emotions, and personality of children and adolescents. In the tradition of its predecessors, the third edition of the *Handbook of Clinical Child Neuropsychology* enhances this understanding by emphasizing current best practice, up-to-date science, and emerging theoretical trends for a comprehensive review of the field. Along with the *Handbook's* impressive coverage of normal

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development, pathology, and professional issues, brand-new chapters highlight critical topics in assessment, diagnostic, and treatment, including, The role and prevalence of brain dysfunction in ADHD, conduct disorder, the autistic spectrum, and other childhood disorders; The neuropsychology of learning disabilities; Assessment of Spanish-speaking children and youth; Using the PASS (planning, attention, simultaneous, successive) theory in neurological assessment; Forensic child neuropsychology; Interventions for pediatric coma. With singular range, timeliness, and clarity, the newly updated Handbook of Clinical Child Neuropsychology reflects and addresses the ongoing concerns of practitioners as diverse as neuropsychologists, neurologists, clinical psychologists, pediatricians, and physical and speech-language therapists.

A complete guide to key intelligence and achievement tests and their effective use The tools used in the assessment process have changed dramatically in recent years. School and clinical psychologists need a comprehensive yet focused resource to which they can turn to learn the basics of key intelligence and achievement tests and how to use them in their assessments of children and adults. With its practical and straightforward presentation, Practitioner's Guide to Assessing Intelligence and Achievement provides that resource. Coedited by two well-known and respected scholars and researchers, Jack Naglieri and Sam Goldstein, the content in this timely book combines traditional and new conceptualizations of intelligence as well as ways to measure achievement. Truly readable and user-friendly, this book provides professionals with a single source from which to examine ability and achievement tests along the same general criteria. Each chapter is written by a leading scholar and test developer and is consistently structured for easy comparison of each test that is examined. Coverage includes: The theory underlying each test Description of each test Tips for administering and scoring each test Standardization, norms, and reliability of each scale Practical guidance for the use of each test Correspondence of each test to IDEA A practical tool designed to aid clinical psychologists in understanding the strengths and weaknesses of the various tests presented, Practitioner's Guide to Assessing Intelligence and Achievement provides students and practitioners with the information they need for their practice and testing efforts to be consistent with recent updates in the field and how those assessment instruments relate to changes in the laws that influence test use.

Perfect as a brief core or supplementary text for undergraduate courses in statistics and research methods, Statistics for the Terrified is also an ideal refresher for students who have already taken a statistics course. Its informal and highly engaging narrative includes self-help strategies, numerous concrete examples, and a great deal of humor.

Offering an alternative approach to the current models of assessing intelligence, this volume presents a comprehensive and informed understanding of the biological and cultural influences on intellectual behavior. In Assessing Intelligence, authors Eleanor Armour-Thomas and Sharon-Ann Gopaul-McNicol propose a "bio-cultural" model for intelligence assessment. This volume begins by examining the issues pertaining to intellectual assessment, the nature of intelligence, and the biological influences on cognition. It then explores a new model for assessing all children—The Four-Tier Bio-Cultural Assessment System—and it presents an evaluation of that system. Finally, it offers training suggestions for teachers, parents, counselors, and psychologists for enhancing the intellectual potential of all children, and it presents implications for future research and clinical work as well as a vision for

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policymakers to ensure culturally sensitive assessment. *Assessing Intelligence* offers a diverse perspective from the fields of clinical psychology, school psychology, education, and educational psychology. It will be a valuable resource for practitioners, researchers, and policymakers in the fields of general psychology, clinical psychology, education, social psychology, cross-cultural psychology, multicultural psychology, political science, and cultural studies.

This fully updated, comprehensive text examines the assessment of intellectual abilities in children and adults. Chapters emphasize the rationale and techniques for measuring intellectual function in educational, clinical, and other organizational settings. The author includes detailed descriptions of the most widely used procedures for administering, scoring, and interpreting individual and group intelligence tests. This second edition features additional material on testing the handicapped, individual and group differences in mental abilities, theories and issues in the assessment of mental abilities, and new tests for measuring intelligence and related abilities.

*Assessing Intelligence* in Child Rowman & Littlefield Publishers

*Essentials of Stanford-Binet Intelligence Scales (SB5) Assessment* provides comprehensive instructions on optimal use of the Stanford-Binet, including helpful step-by-step administration, scoring, and interpretation guidelines. Using the popular Essentials format, this handy resource also covers test strengths and weaknesses, reliability, and validity, and describes clinical applications of its use. Students in courses on psychological assessment and appraisal will find this to be an indispensable tool to understanding and utilizing this popular measure of intelligence.

This book provides a unique cross-cultural perspective of the WISC-III. From construction, translation and adaptation in different cultures, to analysis of its structure and function as a concept, to its clinical use with different ethnic groups, *Culture and Children's Intelligence* provides clinicians the tools they need when using the WISC-III. The focus of this reference work is on children's intelligence as measured by the WISC-III in different cultures and its use in these cultures (USA, UK, Canada, France, Belgium, Germany, Austria, Switzerland, Sweden, and Greece). It also discusses the interpretation of the results of the WISC-III in terms of cultural and ethnic factors. Leading experts discuss the clinical use of the WISC-III as it relates to culture and children. Provides methods to clinicians and school psychologists to aid in understanding and interpreting results. Direct relevance to practitioners, researchers, and trainers.

This book is the first comprehensive examination of the psychological development of deaf children. Because the majority of young deaf children (especially those with non-signing parents) are reared in language-impooverished environments, their social and cognitive development may differ markedly from hearing children. The author here details those potential differences, giving special attention to how the psychological development of deaf children is affected by their interpersonal communication with parents, peers, and teachers. This careful and balanced consideration of existing evidence and research provides a new psychological perspective on deaf children and deafness while debunking a number of popular notions about the hearing impaired. In light of recent findings concerning manual communication, parent-child interactions, and intellectual and academic assessments

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of hearing-impaired children, the author has forged an integrated understanding of social, language, and cognitive development as they are affected by childhood deafness. Empirical evaluations of deaf children's intellectual and academic abilities are stressed throughout. The Psychological Development of Deaf Children will be of great interest to students, teachers, and researchers studying deafness and how it relates to speech and hearing; developmental, social, and cognitive psychology; social work; and medicine.

The Learning Solution is a practical guide for parents who want to improve their child's academic situation in school. It is written by a practicing school psychologist to give parents effective strategies for making the most helpful and realistic choices for children experiencing difficulty with their schoolwork. The Learning Solution will provide parents with the skills needed to negotiate the education maze and teach them how to advocate for their child. Parents will also learn how to build an effective cooperative relationship with their child at home. The Learning Solution has been updated to include a chapter on mental health issues currently impacting on children's learning experiences in school. In addition, current information is provided on the medications used in the treatment of Attention Deficit Hyperactivity Disorder.

The terms interactive and dynamic would never have been associated with psychological and psychoeducational assessment a generation ago. They have currency now because of widespread dissatisfaction with the normative, standardized testing model, criticism of theoretical concepts of intelligence, recognition of abuses of standardized intelligence testing, and frustration with prediction and classification as primary goals of assessment. It is almost certainly true that public policy concerns propel scientific activity far more often than science propels public policy! In the case of psychological assessment, public policy concerns have arisen in the last 20 years primarily around issues of possible "discrimination" against members of ethnic minorities. At the same time, there has been a resurgence of dedication to "excellence in education" goals. These concerns have led to such extreme measures as prohibition of the use of standardized intelligence tests to determine school placement decisions, especially for minority children. They have led also to a search for alternatives to standardized, normative testing. The chapters in this volume represent a variety of answers to this need.

"The Handbook is designed for scholars and psychology professionals interested in intelligence, cognitive abilities, educational testing and measurement, reasoning, and problem solving. It can also be used by advanced undergraduate and graduate students studying intelligence or the psychology of individual differences. In addition, the Handbook will be a welcome addition to any academic library."--BOOK JACKET.

This book is a practical guide to the intellectual assessment of children and adolescents in the schools. Although primarily intended for graduate students in school psychology training programs and practicing school psychologists, it should also be useful for those involved with making decisions in schools that are based, in part, on the results of

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intelligence tests, including counselors, teachers, administrators, and other school personnel. In writing it, we placed particular emphasis on evidence-based practices pertaining to the use and interpretation of intelligence tests. The assessment of intelligence has long been mandated by law for eligibility determination for special education and related services. At the current time, however, there is widespread disagreement about the use and interpretation of intelligence tests. Nevertheless, none of the currently available books on intellectual assessment critically reviews the scientific evidence regarding the critical role played by intelligence tests in the schools for the determination of eligibility for special education and related services. One of the main intentions of this book was to fill that gap and to recommend best practices with scientific support.

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

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