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Yourself References Chapter 6: A Neuropsychological Approach to Interpretation of the WISC-V George McCloskey, Ph.D.; Jamie Slonim; Robert Whitaker, Psy.S. NCSP, ABSNP; Samantha Kaufman; Naoko Nagoshi, Ph.D. Introduction Levels of Interpretation Neuropsychological Interpretation of WISC-V Performance WISC-V Complementary Subtests Summary Test Yourself References Chapter 7: Use of the WISC-V in the Identification of Specific Learning Disabilities The Dual Discrepancy/Consistency Operational Definition of SLD Using X-BASS for SLD Identification: Three Steps to PSW Output PSW-A Data Summary PSW-A g-Value Data Summary Dual Discrepancy/Consistency Model: PSW Analyses for SLD Conclusions Test Yourself References Chapter 8: Illustrative Case Report Erin M. McDonough, Ph.D. Psycho-Educational Evaluation Report Chapter 9: Assessment of English Learners with the WISC-V Samuel O. Ortiz, Ph.D.; Kristan E. Melo, M.S.; Meghan A. Opperman, B.A. Introduction Fairness, Bias, and Traditional Assessment Approaches A Recommended Best Practice Approach Best Practices in the Evaluation of ELs with the WISC-V Case Study: Jose Maria Conclusion Test Yourself References Chapter 10: WISC-V and Q-interactive Carlea Dries, M.A., M.Ed., N.C.C.; Ron Dumont, Ed.D., NCSP; Kathleen D. Viezel, Ph.D., NCSP Introduction Digital Platform Hardware Software Setup Administration Training and Tech Support Output Security and Legal Issues Considerations for University Trainers Pricing Overall Impressions and Recommendations Test Yourself References Epilogue: Dorothea McCarthy Remembered Alan S. Kaufman, Ph.D. References Appendix A: A Brief Overview of the Cattell-Horn-Carroll (CHC) Theory Appendix B: Norms Tables for New Clinical Composites Appendix C: Case Reports Gail Cheramie, Ph.D.; Jamie Chaffin, Ed.D.; Robert Lichtenstein, Ph.D. Comprehensive Evaluation Psychoeducational Report Psychoeducational Assessment Report Appendix D: Form for Manifestations of Cognitive Weaknesses Appendix E: Definition of Terms and Clarification of Concepts Used in the DD/C Definition and X-BASS Appendix F: Task Characteristics of WISC-V Subtests Appendix G: Cognitive Constructs Assessed with the WISC-V Subtests Verbal Comprehension Domain Subtests Cognitive Constructs Assessed with the Fluid Reasoning and Visual Spatial Subtests Cognitive Capacities Assessed with the Working Memory Subtests and the Arithmetic and Immediate Symbol Translation Subtests Cognitive Constructs assessed with the Processing Speed Subtests Cognitive Constructs assessed with the Naming Speed Subtests Cognitive Constructs Assessed with the Symbol Translation Tasks Appendix H: Behavior Observations and Process-oriented Assessment at the Subtest, Item, and Cognitive Construct Levels Verbal Comprehension Subtests Fluid Reasoning and Visual Spatial Subtests Working Memory Domain and Arithmetic and Symbol Translation Subtests Processing Speed Subtests Naming Speed Subtests Appendix I: Cluster Analysis Interpretation Steps for Completing Subtest Cluster Analyses Verbal Comprehension Clinical Clusters and Cluster Contrasts Verbal Comprehension Clinical Cluster Contrasts Fluid Reasoning and Visual Spatial Clinical Clusters and Cluster Contrasts Fluid Reasoning/Visual Spatial Clinical Cluster Contrasts Working Memory Clinical Clusters and Clinical Cluster Contrasts Appendix J: Subtest and Process Score Comparison Worksheets Appendix K: CBRIS Scores Appendix L: Cross-Battery Assessment Software System (X-BASS): Dual-Discrepancy/Consistency Model: PSW Results for Amanda Farris Appendix M: Factors That May Facilitate Learning and Aid in Bypassing or Minimizing the Effects of Deficits About the Authors Contributors.

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"

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