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Altri autori (Persone)	PrifiteraAurelio <1952-> SaklofskeDonald H WeissLawrence G
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Nota di contenuto	Front Cover; WISC-IV Clinical Use and Interpretation; Copyright Page; Contents; Contributors; Preface; Part I: WISC-IV: Foundations of Clinical Interpretation; Chapter 1. The WISC-IV in the Clinical Assessment Context; Introduction and Overview of This Chapter; Description, Rationale, and Goals for the Revision; Back to Gordon Allport and Henry Murray: Views on WISC-III/WISC-IV as a Diagnostic Instrument; Use of IQ Test Information as Part of Assessment; Use of the WISC-III in Other Countries and with Minority Populations; A Concluding Comment; References Chapter 2. Clinical Interpretation of the WISC-IV FSIQ and GAI Intelligence and Issues of Psychological Measurement and Assessment; Intelligence and the WISC-IV; WISC-IV Full Scale IQ; An Alternate Approach to Summarizing General Intellectual Ability: The General Ability Index (GAI); Ability-Achievement Discrepancies: The GAI and WIAT-II; General Interpretative Strategies; Clinical Considerations; Some Additional Thoughts: Beyond the FSIQ; References; A: Tables to Compare WISC-IV Index Scores Against Overall Means

Derivation of Tables for Statistical Significance and Abnormality of Differences 67 Chapter 3. Interpreting the WISC-IV Index Scores; Interpreting the WISC-IV Verbal Comprehension Index; Interpreting the WISC-IV Perceptual Reasoning Index; Interpreting the WISC-IV Working Memory Index; Interpreting the WISC-IV Processing Speed Index; The Dynamic Interplay of Working Memory and Processing Speed; Communicating the Interpretation; References; Case Study; Chapter 4. The WISC-IV Integrated; Historical Perspective on the Process Approach; The Process Approach to Cognitive Assessment Comparing the Process Approach to Other Frameworks for Test Interpretation The Process Approach Applied to the WISC-IV Integrated; Summary; Case Study; References; Chapter 5. Integrated Multilevel Model for Branching Assessment, Instructional Assessment, and Profile Assessment; Background; Multilevel, Integrated Assessment; Overview of Chapter; Branching Assessment; Instructional Assessment; Profile Assessment; Conclusions; References; Part II: The WISC-IV and the Assessment of Exceptional Children; Chapter 6. Research-Supported Differential Diagnosis of Specific Learning Disabilities Background Overview of the Chapter; Dyslexia; Language Learning Disability; Dysgraphia; Specific Arithmetic and Math Disabilities; Use of WISC-IV in Clinical Diagnosis and Future Research on Dyslexia and Other Learning Disabilities; Intelligent Testing with Intelligence Tests; References; Chapter 7. Assessment of Attention Deficit Hyperactivity Disorder with the WISC-IV; Diagnostic Classification of ADHD; Subgroup Issues; Conceptual Account of ADHD; Methodological Considerations: Cautionary Note; Classification and Conceptual Issues: The Role of Assessment and Intelligence Testing Psychometric Properties of Wechsler Scales in ADHD Samples

Sommario/riassunto

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 psychoeducation
