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Altri autori (Persone)	AndrewsJac JanzenHenry L SaklofskeDonald H
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Nota di contenuto	Front Cover; Handbook of Psychoeducational Assessment: Ability, Achievement, and Behavior in Children; Copyright Page; Contents; Contributors; Preface; Invited Foreword and Introduction; Current Directions and Trends in Psychoeducational Assessment; Part I: Ability Assessment; Chapter 1. Assessing Children's Intelligence and Memory: The Wechsler Intelligence Scale for Children-Third Edition and the Children's Memory Scale; Introduction; The WISC-III; The WISC-III PI; The CMS; The WISC-III and the CMS and Clinical Populations; Critique of the WISC-III and the CMS; Case Study; References Chapter 2. The Das-Naglieri Cognitive Assessment System in Theory and PracticePASS Processes and the Four Functional Regions of the Brain; PASS and the Assessment of Cognitive Processes by CAS; CAS Description; CAS Interpretation; The CAS and Ability/Achievement Discrepancy or Consistency: A New Method; A Case Illustration: Interpreting and Communicating CAS Results and Suggesting Intervention; Intervention for Reading Disabled Children: PASS Reading Enhancement Program (PREP); Support for PASS Theory and the CAS;

Summary; References; Chapter 3. Assessment with the Differential Ability Scales
Introduction and Overview Nature of the Test; Technical Information; Clinical Significance; Common Patterns and Interpretation Hypotheses; Advantages and Disadvantages; Recommendations; Insights from Experience; References; Chapter 4. Brief Cognitive Assessment of Children: Review of Instruments and Recommendations for Best Practice; Scope; Introduction; Contexts for Brief Cognitive Testing; Essential Characteristics of a Brief Cognitive Ability Test; Limitations of All Brief Intelligence Tests; Types and Descriptions of Brief Intelligence Tests; Parent-Informant Data for Cognitive Screening
Assessment of Minority or Immigrant Children Summary:
Recommendations for Best Practice; References; Chapter 5. Assessment with the Woodcock-Johnson III; Assessment with the Woodcock-Johnson III; Description of the WJ III; Clinical Significance; Advantages and Disadvantages; Case Studies; Conclusion; References; Part II: Achievement Assessment; Chapter 6. Wechsler Individual Achievement Test; Introduction; Wechsler Individual Achievement Test (WIAT); Technical Evaluation; Administration and Scoring; Interpretation; Use with Other Populations
Using the WIAT with the Wechsler Intelligence Scales Reviews of WIAT; WIAT II: A Stronger Link between Assessment and Intervention; A WIAT-WIAT II Case Study; The WIAT II and the PAL Test Battery for Reading and Writing; References; Chapter 7. Assessment for Reading and Writing Intervention: A Three-Tier Model for Prevention and Remediation; First Tier: Screening for Early Intervention; Second Tier: Assessing Curriculum, Modifying the Regular Program, Progress Monitoring, and Prereferral Collaborative Problem Solving; Third Tier: Diagnosis and Treatment Plans; Concluding Remarks; References
Chapter 8. Assessment for Math Talent and Disability: A Developmental Model

Sommario/riassunto

The Handbook of Psychoeducational Assessment is a practical guide for educational and psychological professionals using norm-referenced tests in the ability, achievement, and behavioral assessment of children. Written by key individuals involved in the construction and evolution of the most widely used tests, this book provides critical information on the nature and scope of commonly used tests, their reliability and validity, administration, scoring and interpretation, and on how the tests may differ and complement each other in their utility with specific populations. Part 1 of
