

INTELLIGENT INSIGHTS ON INTELLIGENCE THEORIES AND TESTS (AKA IQ'S CORNER)

AN ATTEMPT TO SHARE CONTEMPORARY RESEARCH FINDINGS, INSIGHTS, MUSINGS, AND DISCUSSIONS REGARDING THEORIES AND APPLIED MEASURES OF HUMAN INTELLIGENCE. IN OTHER WORDS, A QUANTOID LINEAR MIND TRYING TO MAKE SENSE OF THE NONLINEAR WORLD OF HUMAN COGNITIVE ABILITIES.

IQS CORNER



IQS CORNER
RECOGNIZED

[Scientific American-Mind](#)

[Wikipedia recognition](#)

[A top 101 brain blog](#)

TWITTER UPDATES

The promise of CHC theory of intelligence (IQ) to school learning. Brief comments at IQs Corner. <http://tinyurl.com/q8n6ls> about 22 hours ago

Cattell-Horn-Carroll (CHC) intelligence theory brief overview at IQs Corner. <http://tinyurl.com/ohlbnq> about 23 hours ago

"g" or general intelligence t-shirts from London School of Individual

SATURDAY, MAY 16, 2009

BRAIN BLOGGING brain carnival #45

[Click link to view](#)

<http://brainblogger.com/2009/05/15/brain-blogging-forty-fifth-edition/>

Kevin McGrew PhD
Educational/School Psych.
IAP (www.iapsych.com)

Sent from KMcGrew iPhone (IQMobile). (If message includes an image—double click on it to make larger—if hard to see)

POSTED BY KEVIN AT 9:12 AM 0 COMMENTS  [LINKS TO THIS POST](#)

FRIDAY, MAY 15, 2009

The promise of CHC theory of intelligence

Combine the past 20 years of CHC-driven intelligence test development and research activities (click [here](#) and [here](#)) with the ongoing refinement and extension of CHC theory (McGrew, 2005; 2009) and one concludes that these are exciting times in the field of intelligence testing. But is this excitement warranted in school psychology? Has the drawing of a reasonably circumscribed “holy grail” taxonomy of cognitive abilities led us to the promised land of intelligence testing in the schools—using the results of cognitive assessments to better the education of children with special needs? Or, have we simply become more sophisticated in the range of measures and tools used to “sink shafts at more critical points” in the mind (see Lubinski, 2000) which, although important for understanding and studying human individual

Differences

<http://tinyurl.com/oynwfh>

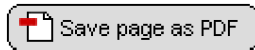
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An advertisement for Interactive Metronome. It features a young girl with blonde hair reading a red book. The text "up to a 20% gain in reading & math achievement in 4 weeks" is overlaid on the top. Below the girl, it says "Learn More Click Here" and the Interactive Metronome logo is at the bottom.

differences, fails to improve diagnosis, classification, and instruction in education?


It is an interesting coincidence that [McDermott, Fantuzzo, and Glutting's \(1990\)](#) now infamous and catchy admonition to psychologists who administer intelligence tests to “*just say no to subtest analysis*” occurred almost 20 years ago—the time when contemporary CHC intelligence theory and assessment was emerging. By 1990, McDermott and colleagues had convincingly demonstrated, largely via core profile analysis of the then current Wechsler trilogy of batteries (WPPSI, WISC-R, WAIS-R) that ipsative strength and weakness interpretation of subtest profiles was not psychometrically sound. In essence, “beyond *g* (full scale IQ)—don’t bother.”


I believe that optimism is appropriate regarding the educational relevance of CHC- driven test development and research. Surprisingly, cautious optimism has been voiced by prominent school psychology critics of intelligence testing. In a review of the WJ-R, [Ysseldyke \(1990\)](#) described the WJ-R as representing “*a significant milestone in the applied measurement of intellectual abilities*” (p. 274). More importantly, Ysseldyke indicated he was “*excited about a number of possibilities for use of the WJ-R in empirical investigations of important issues in psychology, education, and, specifically, in special education... we may now be able to investigate the extent to which knowledge of pupil performance on the various factors is prescriptively predictive of relative success in school. That is, we may now begin to address treatment relevance.*” (p. 273). [Reschly \(1997\)](#), in response to the first CHC-based cognitive-achievement causal modeling research report ([McGrew, Flanagan, Keith & Vanderwood, 1997](#)) which demonstrated that some specific CHC abilities are important in understanding reading and math achievement *above and beyond the effect of general intelligence (g)*, concluded that “*the arguments were fairly convincing regarding the need to reconsider the specific versus general abilities conclusions. Clearly, some specific abilities appear to have potential for improving individual diagnoses. Note, however, that it is potential that has been demonstrated*” (Reschly, 1997, p. 238).

Clearly the potential and promise of improved intelligence testing, vis-à-vis CHC organized test batteries, has been recognized since 1989. But has this promise been realized during the past 20 years? Has our measurement of CHC abilities improved? Has CHC-based cognitive assessment provided a better understanding of the relations between specific cognitive abilities and school achievement? Has it improved identification and

classification? More importantly, in the current educational climate, where does CHC- grounded intelligence testing fit within the context of the emerging [Response-to-Intervention \(RTI\) paradigm](#)?

An attempt to answer these questions will be forthcoming in a manuscript submitted for publication (McGrew & Wendling, 2009) as well as a revision of the [CHC COG-ACH Relations Research Synthesis Project](#) available at [IQs Corner](#) ([warning](#) - current posted material is now outdated and does not reflect the final conclusions of the McGrew & Wendling (2009) review. This material is in the process of being revised and will be posted soon. Stay tuned to IQs Corner Blog or announcements via the NASP and CHC listservs.

POSTED BY KEVIN AT 11:02 AM 0 COMMENTS  [LINKS TO THIS POST](#)
LABELS: [CHC LISTSERV](#), [CHC THEORY](#), [G \(GEN INTELLIGENCE\)](#), [G \(GEN IQ\)](#), [G+SPECIFIC](#), [G+SPECIFIC ABILITIES](#), [NASP](#), [RTI](#)

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Emotional Intelligence Training
Emotional Intelligence Training. Emotional Intelligence Training.
kaufmansarmynavy.com/

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Google's search engine specifically for blogs - Fast, relevant & fresh.
blogsearch.google.com

IQS CORNER
INFORMATION

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[Mobile IQ \(personal\)](#)
[Human Cognitive Abilities Project](#)
[Beyond IQ project](#)
[Beyond IQ PPT slides](#)
[CHC COG-ACH correlates res. synthesis](#)
[CHC & reading](#)
[CHC & math](#)

CHC theory: Emergence, test instruments and school-related research brief

Contemporary Cattell-Horn-Carroll (CHC) intelligence test development, interpretation and applied research can be traced to a fortuitous meeting of [Richard Woodcock](#), [John Horn](#), and [John “Jack” Carroll](#) in the fall of 1985, a meeting also attended by the first author of this web-resource ([McGrew, 2005](#)). This meeting resulted in the 1989 publication of the first individually-administered, nationally standardized CHC-based intelligence battery, the Woodcock- Johnson-Revised (Woodcock, McGrew, & Mather, 1989). This landmark event, which occurred *20 years ago*, provided the impetus for the [major CHC-driven evolution of school- based intelligence testing practice](#).

Subsequent important CHC events followed during this 20 year period, and included: (a) the first set of CHC- organized joint test battery factor analysis studies ([Woodcock, 1990](#)) which planted the seeds for the concept of CHC cross-battery (CB) assessment, (b) the first attempt to use the WJ-R, via a Kaufman-like *supplemental testing* strategy (Kaufman, 1979), to implement the yet to be named and operationalized CHC CB approach to testing ([McGrew, 1993](#)), (c) the articulation of the first integrated Cattell-Horn-Carroll model and classification of the major intelligence batteries as per the CHC framework (McGrew, 1997), (d) the first description of the assumptions, foundations, and operational principles for CHC CB assessment and interpretation (Flanagan & McGrew, 1997; McGrew & Flanagan, 1998), (e) the publication of the first intelligence theory and assessment book to prominently feature CHC theory and assessment

What is this feature?

Inbox 5-6-09

Inbox 4-3-09

Inbox 3-10-09



ISIR related posts (click here)



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▼ 2009 (218)

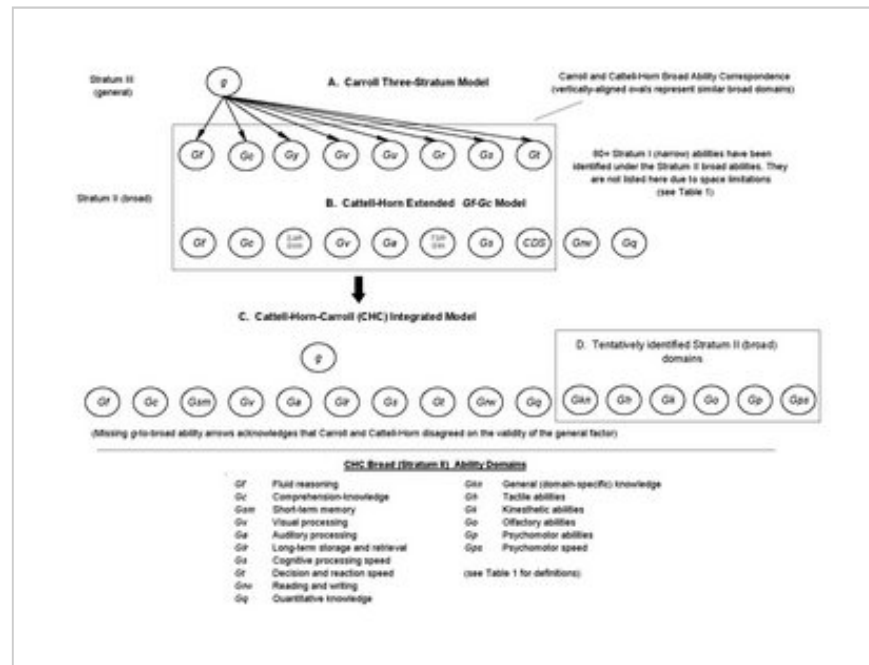
▼ May (34)

- BRAIN BLOGGING
brain carnival #45
- The promise of CHC theory of intelligence
- CHC theory: Emergence, test instruments and schoo...
- Cattell-Horn-Carroll (CHC) theory of intelligence:...
- g (general intelligence) t-shirt

methods (*Contemporary Intellectual Assessment: Theories, Tests, and Issues*; Flanagan, Genshaft & Harrison, 1997; click here for link to 2nd edition), (f) the publication of the CHC CB assessment series (Flanagan, McGrew & Ortiz, 2000; Flanagan, Ortiz, Alfonso & Mascolo, 2006; Flanagan, Ortiz & Mascolo, 2001, 2007; McGrew & Flanagan, 1998), (g) the completion of a series of CHC-organized studies that investigated the relations between CHC cognitive abilities and reading, math, and writing achievement (what you are reading now), (h) the articulation of CHC-grounded SLD assessment and eligibility frameworks (see Flanagan & Fiorello, manuscript in preparation) and (h) the subsequent CHC- grounded revisions or interpretations of a number of comprehensive individually administered intelligence test batteries (*Differential Abilities Scales—II, DAS-II; Stanford- Binet—5th Edition, SB5; Kaufman Assessment Battery for Children—2nd Edition, KABC- II*). Although not overtly stated, the impact of CHC theory can be seen in the recent revisions of the venerable Wechsler trilogy (*WPPSI-III; WISC- IV; WAIS- IV*) as well as the presentation of CHC CB procedures for interpreting the three Wechsler batteries (Flanagan et al., 2000).

POSTED BY KEVIN AT 10:47 AM 0 COMMENTS LINKS TO THIS POST
 LABELS: CATTELL-HORN-CARROLL, CHC THEORY, CROSS-BATTERY, DAS-II, JACK CARROLL, JOHN HORN, KABC-II, RICHARD WOODCOCK, SB-IV, WAIS-III, WAIS-IV, WISC-III, WISC-IV, WPPSI-III

Cattell-Horn-Carroll (CHC) theory of intelligence: Brief overview with links



2009 ISIR Intelligence

Conference
registration ope...

IQs Corner Recent

Literature of
Interest 5-14-09

Fluid IQ (Gf),
personality and
emotional IQ:
Gues...

Working memory
summary brief by
Avner Stern

Brain training glossary

Encephalon brain blog
carnival #70

HBO series on
Alzheimers

Working memory post
at SHARP BRAINS

Now this is a major
hangover

RTI and math
interventions

Can kids recover from
autism

Timing and ADHD
neuropsych article

Higher IQ and better
health in men

Brain rhythm research:
Check on the Time
Doc Inbo...

IQs Corner Reading
Inbox: 5-6-09

Uses and Abuses of
Intelligence book:
Reviews and...

ISIR web page update:
International
Society for I...

Mystery portfolio
enjoys work
afternoon on deck

Dissertation Dish:

[Double click on image to enlarge]

The [Cattell-Horn-Carroll](#) theory of cognitive abilities (CHC; Carroll, 1993; Cattell & Horn) is a hierarchical model of intelligence that combines the Cattell- Horn Gf-Gc (1987) and the Carroll tri-stratum models (1993) of human cognitive abilities (see McGrew, [2005](#), [2009](#)). Carroll expanded on the Cattell- Horn Gf- Gc theory and proposed a three-stratum model that contains over 70 *narrow* or specific abilities at stratum one, eight primary second-order abilities at stratum two, and an overall [g ability \(general intelligence\)](#) at stratum three. The primary broad CHC abilities that relate to the content of contemporary intelligence batteries include fluid reasoning or intelligence (Gf), comprehension-knowledge or crystallized intelligence (Gc), visual- spatial ability (Gv), long-term storage and retrieval (Glr), auditory processing (Ga), cognitive processing speed (Gs), short-term memory (Gsm), and quantitative reasoning (Gq). Definitions of these broad CHC abilities, the narrow abilities subsumed under each domain, as well as additional abilities (e.g., tactile abilities—Gh) now being considered part of a more comprehensive CHC human ability model, are [available here](#) . An visual-graphic overview of the evolution of the CHC model, and its current status, is presented at the top of this post (from McGrew, 2009)

Technorati Tags: [psychology](#), [school psychology](#), [educational psychology](#), [education](#), [neuropsychology](#), [cognition](#), [IQ](#), [IQ tests](#), [intelligence](#), [CHC theory](#), [Cattell-Horn-Carroll](#)

POSTED BY KEVIN AT 10:24 AM 0 COMMENTS  LINKS TO THIS POST
LABELS: [CHC THEORY](#), [ISIR](#), [JACK CARROLL](#), [JOHN HORN](#), [RICHARD WOODCOCK](#)

[g \(general intelligence\) t-shirt](#)



I was picking and poking around the intelligence web today and re-visited the [London School of Individual Differences](#) web page. I found they had a few t-shirts for sale. One is a simple "g" ([general intelligence](#)) shirt. Maybe a nice B-day or XMAS gift for your favorite IQ nut or psychometric quantoid.

Dimensionality of processing s...
Developmental Psychology - Volume 45, Issue 3

Neuropsychology - Volume 23, Issue 3

Quantoids corner: Statistical webinar resource

Becoming an expert. NY TIMES article

Zero to three baby brain map

Brain fitness field report

IAP co-sponsors UM school psychology 50 yr recepti...

Historic St. Paul Hotel lobby

Inside of Mickeys Dinner

Eastclif house: Home of UofM president

- ▶ April (39)
- ▶ March (53)
- ▶ February (32)
- ▶ January (60)
- ▶ 2008 (419)
- ▶ 2007 (338)
- ▶ 2006 (590)
- ▶ 2005 (405)

IQ BRAIN
CLOCK "SISTER" BLOG

Loading...

BLOGROLL

Polymeme (new ideas)
Manic Mother

Technorati Tags: [psychology](#), [educational psychology](#), [school psychology](#), [neuropsychology](#), [cognition](#), [intelligence](#), [ISIR](#), [IQ](#), [IQ tests](#), [IQ scores](#), [g](#), [general intelligence](#)

POSTED BY KEVIN AT 8:32 AM 0 COMMENTS  LINKS TO THIS POST
LABELS: [GENERAL INTELLIGENCE](#), [GIFTS](#), [ISIR](#)

2009 ISIR Intelligence Conference registration open



INTELLIGENCE
International Society for Intelligence Research

Registration for the Tenth Annual Conference of the [International Society for Intelligence Research \(ISIR\)](#) is now open. The conference announcement can be found [here](#). The conference is from December 17-19 in Madrid Spain. Detailed [event information](#) is also available.

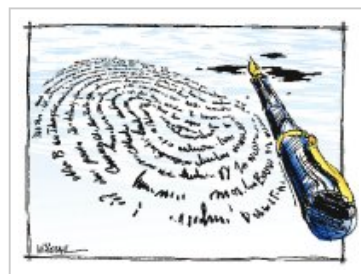
IMHO, the ISIR conferences I've attended have been the best professional conferences re: intelligence research I've ever attended. I particularly like the format where all participants (because of the relatively small size of the conference, when compared to APA, AERA, NASP, etc.) hear all paper presentations together. This gives all attendees the same shared content and many opportunities to ask questions, discuss, argue, etc. between sessions and at the end of the day.

Technorati Tags: [psychology](#), [intelligence](#), [IQ](#), [IQ tests](#), [IQ scores](#), [cognition](#), [school psychology](#), [educational psychology](#), [neuropsychology](#), [conference](#), [ISIR](#), [International Society for Intelligence Research](#), [IQs Corner](#)

POSTED BY KEVIN AT 8:18 AM 0 COMMENTS  LINKS TO THIS POST
LABELS: [CONFERENCE](#), [INTELLIGENCE](#), [ISIR](#)

THURSDAY, MAY 14, 2009

IQs Corner Recent Literature of Interest 5-14-09



This weeks "recent literature of interest" is now available. Actually, I've been behind. It is now two weeks worth. Click [here](#) and [here](#).

Information regarding this feature, its basis, and the reasons for type of references included in each weekly installment can be found in a

Tick Tock Talk: IQ Brain
Clock
Inst. for Applied
Psychometrics
WJ III Web of Knowledge--
EWOK
Woodcock-Munoz
Foundation
Virtual Community of
Scholars
Techpsych
Big River Consulting
Cross-Battery Assessment
PsyhoEd Canada
School Psych Exam prep
PsychWiki
Mindblog
Individual Differences
Eide Neurolearning Blog
Eye on Society
IQ & PC (Chris Brand)
ISIR
Tech Psych
Visual Literacy
Perusing Psychology
Improve Human IQ
Second Chance to Live
Advanced Vega Society
School Psych Resources
Special Education Law
Myomancy
Cognitive Dailey
Psych Dailey
Developing Intelligence
Brain Injury
Sharp Brains
Mind Gym
Neuroguide
Psychology - Topix Net
Neuropsychology Arena
Cognitive Psych Arena
Gene Expression Blog

prior post.

Technorati Tags: [psychology](#), [school psychology](#), [educational psychology](#), [neuropsychology](#), [research](#), [recent literature](#), [IQs Corner](#)



POSTED BY KEVIN AT 6:30 PM 0 COMMENTS  LINKS TO THIS POST
LABELS: [IQS CORNER](#), [RECENT LIT](#)

Fluid IQ (Gf), personality and emotional IQ: Guest post by Walter Howe

This is a guest post by Walter Howe, Director of [Psychological Assessments Australia](#). This is the third time he has guest blogged (click [here](#) and [here](#) for prior posts that dealt with cognitive load theory and working memory). I would urge others to take up my standing offer to provide guest posts, especially if a reader sees a journal article of interest and doesn't have access to the journal. I can typically secure a PDF copy of most articles and would send them privately to individuals in exchange for a guest blog post about the article. Come one----many of you are dying to read and comment on the blogosphere. I would LOVE to have a number of regular contributors.

[DiFabio, R. & Palazzeschi, L. \(2009\)](#). An in-depth look at scholastic success: Fluid intelligence, personality traits or emotional intelligence? *Personality and Individual Differences*, 49 (2009) 581-585.

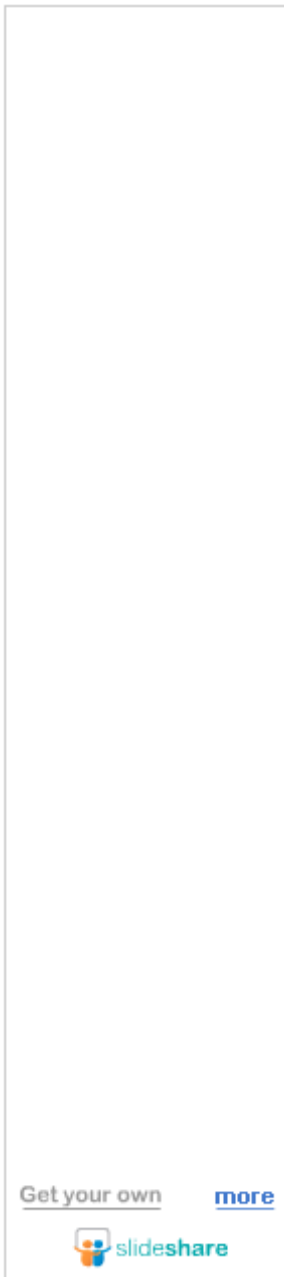
I must confess I am a fan of the construct of [emotional intelligence](#) because it bridges the sometimes artificial divide between cognition and affect. It provides a useful framework for understanding the interaction of cognition and affect. Emotions not only influence how we think but also what we think about, which makes them even more powerful than most people would acknowledge.

Di Fabio and Palazzeschi's study is an attempt to validate emotional intelligence as a predictor of school success (teacher rated GPA). Their sample was drawn from senior high school students (mostly girls) in Tuscany. They examined the influence of fluid intelligence (Gf) (Raven's Advanced Progressive Matrices); personality (Eysenck Personality Questionnaire – Extraversion; Neuroticism & Psychoticism) and two measures of emotional intelligence, one trait based (BarOn Emotional Quotient Inventory - EQi) and the other ability based (Mayer Salovey Caruso Emotional Intelligence Test - MSCEIT) on school success as measured by GPA.

Their results show that emotional intelligence added incremental validity over both fluid intelligence (Gf) and personality as predictors of school success, especially ability based emotional intelligence, with the skill of managing emotions working the best.

[BioBehavioural Blog](#)
[I Speak of Dreams Blog](#)
[Advanced Vega Society](#)
[Perusing Psychology](#)
[Tech Psych](#)
[Mindblog](#)
[PsychWiki](#)

IQ'S CORNER PPT
SLIDESHOWS



Some studies with adults using different outcome measures, such as business success, have also shown the positive predictive power of ability based emotional intelligence, and of managing emotions.

The work of [Mark Brackett](#) at Yale also supports the contention that emotional intelligence can contribute to school academic success. Students who undertook a program he designed, achieved higher grades than those who didn't. He is currently involved in a large, school district wide training program in the UK.

Many school psychologists are involved in whole school, evidence-based, primary prevention programs, but most of these programs have a mental health focus. Programs based on ability based emotional intelligence theory have the added advantage of also improving school grades, something all us wholeheartedly support. School psychologists might also consider a measure of ability based emotional intelligence, as part of an assessment of academic difficulties. Multi Health Systems (MHS), publishers of the MSCEIT has an adolescent version currently in development.

Technorati Tags: [psychology](#), [personality](#), [school psychology](#), [education](#), [educational psychology](#), [neuropsychology](#), [emotional intelligence](#), [EI](#), [IQ](#), [Gf.fluid intelligence](#), [IQs Corner](#)



POSTED BY KEVIN AT 9:22 AM 0 COMMENTS  [LINKS TO THIS POST](#)
LABELS: [EMOTIONAL INTELLIGENCE](#), [GF](#), [INTELLIGENCE](#), [PERSONALITY](#), [RAVENS](#)

Working memory summary brief by Avner Stern

I recently was sent a copy of a nice [brief summary](#) re: the construct of [working memory](#). Consider it a nice brief fact sheet. The brief was provided by Dr. Avner Stern of [Behavioral Health Specialists](#), a provider of the [Cogmed Working Memory Training program](#).

This is a pass-along FYI notice to my readers. It does not represent an endorsement of the [Cogmed](#) program by me.

Technorati Tags: [psychology](#), [education](#), [educational psychology](#), [school psychology](#), [neuropsychology](#), [neurotechnology](#), [working memory](#), [Gsm](#), [brain fitness](#), [IQ](#), [intelligence](#), [ADHD](#), [ADD](#), [Cogmed](#)



POSTED BY KEVIN AT 8:36 AM 0 COMMENTS  [LINKS TO THIS POST](#)
LABELS: [BRAIN FITNESS](#), [COGMED](#), [GSM](#), [NEUROTECHNOLOGY](#), [WORKING MEMORY](#)

TUESDAY, MAY 12, 2009

Brain training glossary

META-WEB SEARCHES
AND REF BIBS

g or general intelligence (1-19-08)

Working memory refs (5-20-08)

Orthographic processing (1-28-08)

Cancellation tasks (11-26-07)

CHC theory (10-17-07)

WISC-IV (10-18-07)

(* IQ SCHOLAR NOTE)

* indicates that a listed IQ Scholar (below) has been featured in an IQ Scholar Spotlight blog post. Check it out.

IQ SCHOLARS

I. Deary *

T. Keith

S. Bowden *

J. Raven

D. Geary *

D. Lubinski

T. Keith *

N. Brody

T. Bouchard

P. Ackerman

D. Luo

P. Irwing

R. Lynn

R. Haier

R. Plomin

K. Widaman

P. Rushton

I. Deary

J. Flynn

C. Murray

J. McArdle

J. Horn

D. Lohman *

Nice little definitions from. MIND360

<http://www.mind360.com/scientificbackground/glossary>

Kevin McGrew PhD

Educational/School Psych.

IAP (www.iapsych.com)

Sent from KMcGrew iPhone (IQMobile). (If message includes an image-double click on it to make larger-if hard to see)

POSTED BY KEVIN AT 6:58 AM 0 COMMENTS  [LINKS TO THIS POST](#)

MONDAY, MAY 11, 2009

Encephalon brain blog carnival #70

This is now available at SHARP BRAINS

<http://www.sharpbrains.com/blog/2009/05/11/encephalon-70-on-mysteries-and-ilussions/>

Kevin McGrew PhD

Educational/School Psych.

IAP (www.iapsych.com)

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POSTED BY KEVIN AT 5:33 PM 0 COMMENTS  [LINKS TO THIS POST](#)

HBO series on Alzheimers

<http://www.psycport.com/showArticle.cfm?xmlFile=ap%5F2009%5F05%5F09%5Fap%2Eworldstream%2Eenglish%2Ehealth%5FD982UMKG0%5Fnews%5Fap%5Forg%2Eanpa%2Exml&provider=>

Kevin McGrew PhD

Educational/School Psych.

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R. Sternberg
W. Wittmann
L. Gottfredson
J. Wicherts
D. Detterman *
E. Hunt

POSTED BY KEVIN AT 6:40 AM 0 COMMENTS  LINKS TO THIS POST

Working memory post at SHARP BRAINS

Nice overview.

<http://www.sharpbrains.com/blog/2009/05/10/10-students-may-have-working-memory-problems-why-does-it-matter/>

Kevin McGrew PhD
Educational/School Psych.
IAP (www.iapsych.com)

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POSTED BY KEVIN AT 6:35 AM 0 COMMENTS  LINKS TO THIS POST

LABELS

AAIDD (1)
AAMR (1)
Academic Knowledge (1)
achievement (63)
achievement goal orientation (1)
ACT (1)
ACT-R (1)
ADHD (17)
advertising (3)
affect (1)
aging (21)
AimsWeb (1)
alzheimers (6)
ANAM (1)
APA (6)
applied psychometrics (1)
aptitude (20)
Arithmetic (1)
ASB (1)
Aspergers (3)
attention (34)
Australia (5)
autism (14)
BAI (1)
BAT III (1)
bell curve (1)
Beyond IQ (36)
Beyond IQ Byte (4)
bias (4)
Big 5 (3)
Big Picture (2)
bilingual (1)

SUNDAY, MAY 10, 2009

Now this is a major hangover

Thanks to MIND HACKS for this unusual drinking related neurology story.

http://www.mindhacks.com/blog/2009/05/the_morning_after_th.html

Kevin McGrew PhD
Educational/School Psych.
IAP (www.iapsych.com)

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POSTED BY KEVIN AT 10:10 AM 0 COMMENTS  LINKS TO THIS POST

SATURDAY, MAY 09, 2009

RTI and math interventions

From Education Week.

IRS info.

http://blogs.edweek.org/edweek/speced/2009/05/response_to_intervention_and_m.html

bipolar (1)
BIS (2)
blind (1)
blogging (37)
blogosphere (1)
book (1)
book nook (46)
books (55)
BPR3 (1)
braille (3)
brain carnival (7)
brain facts (2)
brain fitness (66)
brain injury (20)
brain location (28)
brain rhythm (1)
C-LIM (1)
Canada (3)
capd (1)
career (1)
CAS (3)
CAT (1)
Cattell (7)
Cattell-Horn-Carroll (3)
CBM (3)
CFA (1)
chc (14)
CHC defs (19)
CHC listserv (6)
CHC theory (196)
cog load theory (5)
CoGAT (2)
Cogmed (1)
cognition (11)
cognitive complexity (4)
cognitive efficiency (7)
cognitive reserve (1)
cognitive style (1)
competence (1)
conative (51)
conference (35)

Kevin McGrew PhD
Educational/School Psych.
IAP (www.iapsych.com)

Sent from KMcGrew iPhone (IQMobile). (If message includes an image-
double click on it to make larger-if hard to see)

POSTED BY KEVIN AT 6:40 PM 0 COMMENTS  LINKS TO THIS POST

Can kids recover from autism

This story is all over the popular press. Not my area of expertise.
Just and FYI pass along post.

<http://www.child-psych.org/2009/05/more-evidence-for-autism-recovery.html>

Kevin McGrew PhD
Educational/School Psych.
IAP (www.iapsych.com)

Sent from KMcGrew iPhone (IQMobile). (If message includes an image-
double click on it to make larger-if hard to see)

POSTED BY KEVIN AT 8:07 AM 0 COMMENTS  LINKS TO THIS POST

FRIDAY, MAY 08, 2009

Timing and ADHD neuropsych article

Click link for abstract

<http://psycnet.apa.org/index.cfm?fa=search.displayRecord&uid=2009-02621-014>

Kevin McGrew PhD
Educational/School Psych.
IAP (www.iapsych.com)

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POSTED BY KEVIN AT 7:15 AM 0 COMMENTS  LINKS TO THIS POST

Conners CPT (1)
creativity (3)
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D-KEFS (3)
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DAS-II (4)
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Dettermans Laws (1)
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Higher IQ and better health in men

From NEWSCIENTIST

<http://www.newscientist.com/article/dn17098-brainy-men-may-be-healthier-men.html>

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THURSDAY, MAY 07, 2009

Brain rhythm research: Check on the Time Doc Inbox

Interested in recent brain rhythm perception research? Check out the [Time Doc Inbox \(5-9-09\)](#) over at IQ's Corner sister blog--the [IQ Brain Clock](#).

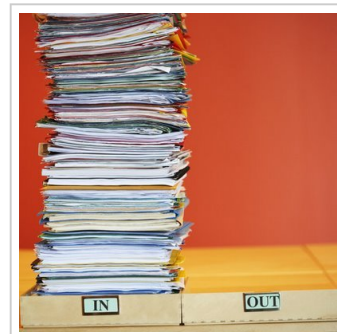
Technorati Tags: [psychology](#), [educational psychology](#), [school psychology](#), [neuropsychology](#), [neuroscience](#), [intelligence](#), [IQ](#), [cognition](#), [music perception](#), [temporal processing](#), [rhythm perception](#), [brain rhythm](#), [IQs Corner](#), [IQ Brain Clock](#), [Time Doc Inbox](#)



POSTED BY KEVIN AT 1:27 PM 0 COMMENTS  [LINKS TO THIS POST](#)
LABELS: [IQ BRAIN CLOCK](#), [IQS CORNER READING INBOX](#), [NEUROPSYCHOLOGY](#), [NEUROSCIENCE](#), [RHYTHM PERCEPTION](#), [TIME DOC INBOX](#)

WEDNESDAY, MAY 06, 2009

IQs Corner Reading Inbox: 5-6-09



What's in IQ's Corner reading inbox for 5-6-09? [Click here](#) to find out. Articles about intelligence, g, neuroscience, vocabulary development....etc. Lots of good stuff from the journal *Intelligence*.

Technorati Tags: [psychology](#), [educational psychology](#), [school psychology](#), [neuropsychology](#), [education](#), [special education](#),

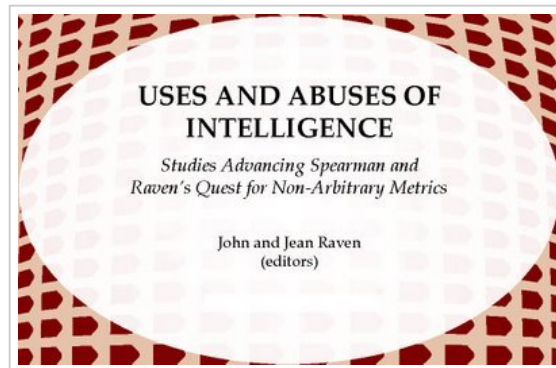
Fast Forward (3)
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Flynn effect (12)
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IQs Corner

Publish Post

POSTED BY KEVIN AT 3:24 PM 0 COMMENTS  LINKS TO THIS POST
LABELS: IQS CORNER READING INBOX, ISIR

Uses and Abuses of Intelligence book: Reviews and responses



I previously made a [post](#) mentioning the recent and controversial book by John Raven - [Uses and Abuses of Intelligence](#). Dr. Raven was courteous enough to send me a copy a year ago...and despite good intentions, I've not got around to reading it (so much to read...so little

time). Thus, I thought it would be a good idea to post some reviews and a response to one of the reviews by Raven. This way people can make their own informed decisions.

An overview description of the book can be found [here](#).

Independent reviews by [Sutherland](#), [Belgrev](#), and [Hunt](#) can also be viewed.

A response by Raven to Sutherland can be found [here](#).

This is an FYI announcement. As noted above, I've not had time to read the book and have formed no judgment at this time.

Technorati Tags: [psychology](#), [school psychology](#), [educational psychology](#), [neuropsychology](#), [intelligence](#), [cognition](#), [IQ](#), [IQ test](#), [Ravens](#), [RPM](#)

POSTED BY KEVIN AT 1:49 PM 1 COMMENTS  LINKS TO THIS POST
LABELS: BOOK, BOOK NOOK, GF, INTELLIGENCE, ISIR, RAVENS

ISIR web page update: International Society for Intelligence Research

I just revisited the [ISIR web page](#) and see that there have been some changes

[hispanic](#) (1)
[history](#) (2)
[Hot IQ topics](#) (1)
[Human Cognitive Abilities Project](#) (7)
[humor](#) (125)
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[Jack Carroll](#) (27)
[Jensen](#) (6)
[John Horn](#) (24)
[journals](#) (1)

and additions. I would urge folks to take a peak. Probably of greatest interest is the "link" section where [ISIR member web pages](#) are being added. Mine is currently not listed, but I've sent a request to have it listed. In the meantime you can find it [here](#).

Intelligence scholars stay current. Keep checking the ISIR web page for more-and-more information.

Technorati Tags: [psychology](#), [school psychology](#), [educational psychology](#), [neuropsychology](#), [neuroscience](#), [intelligence](#), [cognition](#), [IQ](#), [IQ test](#), [IQ score](#), [ISIR](#)



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LABELS: [INTELLIGENCE](#), [ISIR](#)

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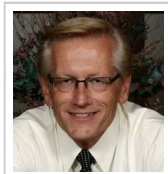
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Woodcock-Johnson (1)
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working memory (85)
WPPSI-III (2)
writing (3)

INT. EDUBLOGGER



ABOUT ME



KEVIN
MCGREW

Dr. Kevin
McGrew is
Director of

the Institute for Applied
Psychometrics (IAP).
Additional information,
including potential conflicts
of interest resulting from
commercial test
development or other
consultation, can be found at
the IAP web page
(www.iapsych.com). Email
contact for the IQ Brain
Clock blog should be sent to:
thetimedoc@earthlink.net.
Email contact for IQ's
Corner blog should be sent
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