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Adams, Jennifer S.. Proquest Dissertations And Theses 2008. Section 0154, Part 0622 118 pages; [Ph.D. dissertation].United States -- North Carolina: The University of North Carolina at Greensboro; 2008. Publication Number: AAT 3338759.
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Mann, Rebecca Lyn. Proquest Dissertations And Theses 2005. Section 0056, Part 0529 84 pages; [Ph.D. dissertation].United States -- Connecticut: The University of Connecticut; 2005. Publication Number: AAT 3180228.
- Validity of WISC-IV and CTONI: Interpretation of IQ scores for students classified educable mentally disabled
Launey, Kathryn. Proquest Dissertations And Theses 2005. Section 0543, Part 0632 118 pages; [Ph.D. dissertation].United States -- Minnesota: Walden University; 2005. Publication Number: AAT 3169043.

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< 1900 ) year += 1900; var dateStr=month_names[month] + " " + date + "," + " " + year; document.write(dateStr);}function
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Adolescents with attention deficit/hyperactivity disorder: WISC-IV working memory and processing speed indices

Largotta, Danielle. Proquest Dissertations And Theses 2009. Section 0287, Part 0633 71 pages; [Ph.D. dissertation].United States -- New Jersey: Fairleigh Dickinson University; 2009. Publication Number: AAT 3371366.

Abstract (Summary)

The present investigation explored the differences between adolescents with Attention Deficit/Hyperactivity Disorder (ADHD) and matched controls by utilizing the Wechsler Intelligence Scale for Children-IV (WISC-IV). Group and individuals differences were examined, as well as the frequency of occurrence of individual strengths and weaknesses on the indices and subtests levels. The 34 participants who were diagnosed with ADHD were selected utilizing archival WISC-IV data from a local educational agency in New York and the 34 participants without ADHD were selected as a matched control group from the data collected during the standardization of the WISC-IV provided by Pearson Publishing Company.

According to the WISC-IV Technical Manual (Wechsler, 2003b), children with ADHD may perform worse on measures of processing speed and working memory than on measures of verbal and perceptual ability. Given the limited research on the WISC-IV for adolescents with ADHD, the present exploration was necessary. In assessing differences between-groups, *t-test* analysis revealed that the adolescents with ADHD performed lower on the composite, indices, Coding, Symbol Search, and Block Design subtests. On the composite, index, and subtest levels, *d* -ratios were high on the PSI and Coding and moderate on the FSIQ, PRI Symbol Search, Block Design, Picture Concepts, and Digits Forward. The results revealed a difference between the adolescents with ADHD having significantly more individuals with a greater VCI than PSI. On the subtest level, the Coding subtest was considered an individual weakness for the adolescents with ADHD.

Although the results of this study were inconsistent with the literature reviewed, it validated the WISC-IV Technical Manual (Wechsler, 2003b) in that the adolescents with ADHD's PSI scores were statistically and clinically different from the matched control group. Despite the group and individual differences being implicated in this investigation, the WISC-IV, when used as a sole measure in diagnosing an individual with ADHD, should be viewed with extreme caution. Implications and suggestions for future research were presented.

Indexing (document details)

Advisor:	Feinberg, Samuel
School:	Fairleigh Dickinson University
School Location:	United States -- New Jersey
Keyword(s):	Working memory, (ADHD) attention deficit hyperactivity disorder, Wechsler Intelligence Scale for Children (WISC-N), Adolescents, Intelligence testing, Children, Processing speed, Attention deficit hyperactivity disorder, Wechsler Intelligence Scale for Children
Source:	DAI-B 70/08, Feb 2010
Source type:	Dissertation
Subjects:	Developmental psychology, Clinical psychology, Quantitative psychology, Cognitive psychology
Publication Number:	AAT 3371366
ISBN:	9781109333695
Document URL:	http://proquest.umi.com/pqdweb?did=1862882161&Fmt=2&clientId=2256&RQT=309&VName=PQD
ProQuest document ID:	1862882161

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< 1900 ) year += 1900; var dateStr=month_names[month] + " " + date + "," + " " + year; document.write(dateStr);}function
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Examining the relationship between the WISC-IV, the OLSAT-7, and the EQAO achievement test

Duncan, Amanda Lynn. Proquest Dissertations And Theses 2009. Section 1100, Part 0632 81 pages; [M.A. dissertation].Canada: Laurentian University (Canada); 2009. Publication Number: AAT MR48862.

Abstract (Summary)

The purpose of this study was to examine the relationship between three measures, the Wechsler Intelligence Scale for Children - Fourth Edition (WISC-IV), the Otis Lennon School Ability Test (OLSAT-7), and the Ontario provincial achievement test known as the Education Quality and Assessment Office (EQAO) Test. The WISC-IV was administered to 73 grade four and seven students who also took the OLSAT-7 and EQAO. Significant correlation coefficients ranging from 0.39 to 0.76 on the WISC-IV and OLSAT-7 composite scores were observed. Significant correlation coefficients were found ranging from 0.34 to 0.70 for the relationship between the WISC-IV and the three EQAO scores. A secondary objective of this study yielded non-significant results that parental education levels affect their children's scores on WISC-IV, OLSAT-7, and EQAO composite scores. Results of two discriminant function analyses revealed that parental education levels did not relate to children's composite scores on the EQAO, WISC-IV and OLSAT-7. The study confirms previous findings that the relationship that the WISC-IV has with other psychometric and curriculum based measures.

Indexing (document details)

School: Laurentian University (Canada)
School Location: Canada
Source: MAI 47/06, Dec 2009
Source type: Dissertation
Subjects: Educational tests & measurements, Educational psychology, Developmental psychology, Quantitative psychology
Publication Number: AAT MR48862
ISBN: 9780494488621
Document URL: <http://proquest.umi.com/pqdweb?did=1827021451&Fmt=2&clientId=2256&RQT=309&VName=PQD>
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The relationship between visual-spatial reasoning ability and math and geometry problem-solving

Markey, Sean M.. Proquest Dissertations And Theses 2009. Section 0950, Part 0633 75 pages; [Ed.D. dissertation].United States -- Massachusetts: American International College; 2009. Publication Number: AAT 3385692.

Abstract (Summary)

This retrospective quantitative study examined the relationship between visual-spatial reasoning abilities, as measured by the matrix reasoning and block design subtests of the Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV), and geometry and math performance, as measured by geometry and overall math scores from the Massachusetts Comprehensive Assessment System (MCAS). Recent research in the field of math disability (MD) has sought to more clearly define the various, distinct cognitive profiles of students with MD. This has required an examination of the separate types of math problems that students face in the classroom, as well as an examination of the various cognitive abilities that underlie these separate groups of math problems. Several researchers have identified three areas of difficulty which could each lead to MD, including, mastering and recalling basic number facts (number sense), language impairments, and visual-spatial difficulties (Garnett, 1998; Geary, 2004; National Center for Learning Disabilities, 2006; Wright, 1996). Other researchers, including Kovas, Petril, and Plomin (2007), have identified five distinct mathematical domains: mathematical applications, understanding numbers, computation and knowledge, mathematical interpretation, and non-numerical processes. Students with MD tend to struggle with one or more of these domains. The present study helps to isolate impaired visual-spatial reasoning ability as an underlying cause of MD in students who struggle with geometry in particular, and math in general. Subjects were 31 middle school students from a public school in western Massachusetts, approximately 50% male and 50% female. It was predicted that lower matrix reasoning (MR) and block design (BD) scores would predict lower scores on MCAS geometry and MCAS math. A Pearson r revealed a significant positive correlation (.479) between BD scores and MCAS math scores, a significant positive correlation (.373) between MR scores and MCAS geometry scores, and a significant positive correlation (.479) between combined WISC-IV subtest scores (MR+BD) and MCAS math scores. An independent groups T-ratio revealed no significant relationship between the MCAS math or MCAS geometry scores of three groups of participants; those who scored below the mean on one, both, or neither of the WISC-IV subtests. A Spearman r revealed significant positive correlations between participants' block design rank and MCAS math rank (.431), between MR rank and MCAS geometry rank (.369), and between participants' combined WISC-IV subtest score rank (BD plus MR) and their rank-ordered MCAS math results (.423). The data implicate visual-spatial ability as a factor underlying success in math and geometry.

Indexing (document details)

Advisor: Spinelli-Nannen, Antoinette

School: American International College

School Location: United States -- Massachusetts

Keyword(s): Learning disabilities, Visual-spatial, Math or mathematics, Geometry, Dyscalculia, Math disability, Mathematics, Visual-spatial reasoning

Source: DAI-B 70/12, Jun 2010

Source type: Dissertation

Subjects: Mathematics education, Educational psychology, Cognitive psychology

Publication Number: AAT 3385692

ISBN: 9781109499087

Document URL: <http://proquest.umi.com/pqdweb?did=1917132111&Fmt=2&clientId=2256&RQT=309&VName=PQD>

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The relationship between executive functioning and attention in a clinically referred pediatric sample

Hines, Lindsay. Proquest Dissertations And Theses 2009. Section 1191, Part 0622 89 pages; [Ph.D. dissertation].United States -- Florida: Nova Southeastern University; 2009. Publication Number: AAT 3368971.

Abstract (Summary)

This study examined the relationship between performance on measures of attention and executive functioning in a clinically referred pediatric sample. The purpose of this research was to determine if performance on tests of attention are significantly related to performance on measures of inhibition and cognitive shifting above and beyond that of age, education, and intelligence. The factor structure of attention and executive functioning was also evaluated. Attention was measured by the CPT-II Errors of Omission and Variability scores. Inhibition was measured by the CPT-II Errors of Commission score, and cognitive shifting was measured by the Wisconsin Card Sorting Test (WCST) Perseverative Errors score. These variables were examined in a factor analysis, and also included the Category Errors score, and WISC-IV Digit Span, and Letter-Number Sequencing subtests. Three hierarchical multiple regressions were conducted, with age, education, and IQ entered in the first block as covariates. Two exploratory factor analyses were performed. Results revealed that performance on measures of attention significantly predicted scores on a measure of inhibition above and beyond age, education, and IQ. Performance on measures of attention did not significantly predict scores on a measure of shifting ability. Results were not significantly different when IQ was not included as a covariate. Factor analysis initially revealed a two factor model, with measures of sustained attention loading on one factor, and measures of executive functioning loading on a separate factor. The three factor model was less precisely defined, and the factors were called sustained attention, working memory, and set shifting.

Indexing (document details)

Advisor: Golden, Charles J.

Committee members: DeLucia, Christian, Valley-Gray, Sarah

School: Nova Southeastern University

Department: Psychology

School Location: United States -- Florida

Keyword(s): Attention, Clinical sample, Executive functioning, Factor analysis

Source: DAI-B 70/08, Feb 2010

Source type: Dissertation

Subjects: Clinical psychology

Publication Number: AAT 3368971

ISBN: 9781109305142

Document URL: <http://proquest.umi.com/pqdweb?did=1855020251&Fmt=2&clientId=2256&RQT=309&VName=PQD>

ProQuest document ID: 1855020251

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The value of IQ scores in detecting reading patterns in younger and older elementary aged children referred for learning difficulties

Herman, Gayle Striar. Proquest Dissertations And Theses 2009. Section 0483, Part 0633 227 pages; [Psy.D. dissertation].United States -- New York: Pace University; 2009. Publication Number: AAT 3358196.

Abstract (Summary)

This study examined the contribution of cognitive factors on the Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV; Wechsler, 2003) to oral reading rate, accuracy, fluency, comprehension, and overall reading ability as measured by the Gray Oral Reading Tests-Fourth Edition (GORT-4; Wiederholt & Bryant, 2001). Though a highly used measure of intellectual functioning, few studies exist using the WISC-IV. Analysis will help psychologists determine the best cognitive patterns to describe children's functioning as related to different areas of reading. Comparisons between younger and older elementary aged readers highlight skills relevant at different developmental stages.

The sample included 114 children, aged 6 to 11, referred for comprehensive psychoeducational batteries due to academic, attention, or social-emotional problems. Significant linear relationships were found between most WISC-IV subtests and GORT-4 scores. While the WISC-IV subtests and process scores collectively explained the most variance within all oral reading comprehension scales, the Verbal Comprehension Index (VCI) emerged as the most important cognitive factor. The Working Memory Index (WMI) was significantly and positively related to oral reading accuracy. This sample did not support the use of ACID or SCAD profiles in reliably predicting oral reading and comprehension beyond the contribution of VCI.

Regression analyses compared the relationship between WISC-IV subtests and the reading performance of younger (Grades 2 and 3) and older elementary-aged readers (Grades 4 and 5). While verbal comprehension subtests were most consistently correlated with oral reading skills within both groups, working memory subtests functioned differentially, seeming more highly related for younger readers in all areas of reading. Perceptual reasoning subtests yielded small to moderate, significant associations with oral reading comprehension for younger reader but almost no association for older readers.

Processing speed subtests contributed minimally to both groups. Results highlight the diagnostic utility of understanding the relationship between cognitive factors on the WISC-IV and reading disabilities. Particular attention must be paid to cognitive factors relevant to the development of reading skills in younger and older elementary-aged readers.

Indexing (document details)

Advisor:	Stokes, John
School:	Pace University
School Location:	United States -- New York
Keyword(s):	Reading, Learning disabilities, IQ, WISC-IV
Source:	DAI-B 70/05, Nov 2009
Source type:	Dissertation
Subjects:	Educational tests & measurements, Literacy, Reading instruction, Cognitive psychology
Publication Number:	AAT 3358196
ISBN:	9781109168761
Document URL:	http://proquest.umi.com/pqdweb?did=1799892041&Fmt=2&clientId=2256&RQT=309&VName=PQD
ProQuest document ID:	1799892041

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IE // returns the year from 0 if ( year < 1900 ) year += 1900; var dateStr=date + " " + month_names[month] .substring(0,3)+" "
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Validation of abbreviated forms of the Wechsler Intelligence Scale for Children--Fourth Edition specific for mentally retarded & low functioning populations

Kurtyka, Jonathan R.. Proquest Dissertations And Theses 2009. Section 0287, Part 0622 104 pages; [Ph.D. dissertation].United States -- New Jersey: Fairleigh Dickinson University; 2009. Publication Number: AAT 3365022.

Abstract (Summary)

There is a rich literature focusing on the assessment of intelligence and the many different and constantly evolving methods of doing so. Included in that body of research are various attempts to quantify and refine our understanding of specific test instruments, while finding ways to use them more efficiently. This study was intended to validate a selection of previously published WISC-IV subtest short forms in populations of mentally retarded children. Therefore, the purpose of this study was three fold. The first was to validate a selection of abbreviated forms of the Wechsler Intelligence Scale for Children--Fourth Edition (WISC-IV), in a sample of children that met diagnostic IQ score criteria for Mental Retardation. The second was to determine which of these combinations of WISC-IV subtests would maintain the highest levels of validity with regard to comparisons made using the full WISC-IV test battery within this specific sample group. The third was to provide statistical information that would enable a clinician to select an abbreviated administration of the WISC-IV that they might administer, with a high degree of confidence in its accuracy, to children already diagnosed as Mentally Retarded. Statistical comparisons were made with the Wechsler Abbreviated Scales of Intelligence (WASI), which was also administered as part of the study.

This study was conducted with the participation of 60 children between the ages of 8 and 16 years of age that had been previously determined to have IQ scores in the Mild Mentally Retarded to Borderline intellectual functioning range. Findings indicated that some WISC-IV short form subtest combinations were found to be able to accurately predict full-scale IQ, while

maintaining classification accuracy, and offering an appreciable and statistically significant time savings over administration of the full-length test battery. Overall, these findings can be applied clinically and provide distinct directions for future research, however, the results should be interpreted with caution as they are limited methodologically by assessment instrument characteristics, aspects of the experimental testing situation, sample size, and factors that may have compromised pre-morbid IQ assessment construct validity.

Indexing (document details)

Advisor:	Dumont, Ron
School:	Fairleigh Dickinson University
School Location:	United States -- New Jersey
Keyword(s):	WISC-IV, Wechsler Intelligence Scale for Children-Fourth Edition, FSIA, WASI, Short forms, IQ, Full Scale Intelligence Quotient, Wechsler Abbreviated Scale of Intelligence, Mentally retarded
Source:	DAI-B 70/07, Jan 2010
Source type:	Dissertation
Subjects:	Clinical psychology, Quantitative psychology
Publication Number:	AAT 3365022
ISBN:	9781109250282
Document URL:	http://proquest.umi.com/pqdweb?did=1843071001&Fmt=2&clientId=2256&RQT=309&VName=PQD
ProQuest document ID:	1843071001

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An examination of the effects of stimulant medication on the IQ test performance of children with AD/HD

Adams, Jennifer S.. Proquest Dissertations And Theses 2008. Section 0154, Part 0622 118 pages; [Ph.D. dissertation].United States -- North Carolina: The University of North Carolina at Greensboro, 2008. Publication Number: AAT 3338759.

Abstract (Summary)

In general it is thought that children with AD/HD have lower IQs than non-affected children. However, the variability in research findings has made it difficult to reach an accurate conclusion regarding the intellectual functioning of children with AD/HD. A primary reason for such inconsistencies appears to be the failure to assess the effects of stimulant medication on test performance. The current study investigated whether changes occur in the WISC-IV test scores of children with AD/HD as a function of stimulant medication usage. Thirty-five male and female children who were diagnosed with AD/HD and taking stimulant medication to treat their symptoms participated in the study. A within-subjects design was used whereby all children were tested on two occasions with a split-half version of the WISC-IV. Children were randomly assigned to be on medication for one testing session and off medication for the other session. As expected, medication usage improved scores on the FSIQ, with an average increase of seven points. This increase in scores appeared to be driven by improved performance on several indices including the Working Memory Index (WMI), Processing Speed Index (PSI), and Verbal Comprehension Index (VCI), with the largest increase seen on the WMI. Children identified as having a positive response to their medication showed the largest improvements on IQ scores. This study provides evidence that children with AD/HD do not necessarily

have lower IQs than unaffected children. Implications for the assessment and treatment of children with AD/HD were discussed.

Indexing (document details)

Advisor:	Anastopoulos, Arthur D.
Committee members:	Shelton, Terri L., Kane, Michael J., Luecht, Richard M.
School:	The University of North Carolina at Greensboro
Department:	College of Arts & Sciences: Psychology
School Location:	United States -- North Carolina
Keyword(s):	Intelligence test, Stimulant medication, Test performance, Children, Attention deficit hyperactivity disorder
Source:	DAI-B 69/12, Jun 2009
Source type:	Dissertation
Subjects:	Clinical psychology
Publication Number:	AAT 3338759
ISBN:	9780549927853
Document URL:	http://proquest.umi.com/pqdweb?did=1642933111&Fmt=2&clientId=2256&RQT=309&VName=PQD
ProQuest document ID:	1642933111

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Cerebral asymmetry, working memory, and verbal-performance IQ differences, as predictors of disruptive behavior levels among child and adolescent psychiatric patients

Yokoyama, Youko. Proquest Dissertations And Theses 2008. Section 1435, Part 0622 119 pages; [Ph.D. dissertation].United States -- California: Alliant International University, Fresno; 2008. Publication Number: AAT 3335272.

Abstract (Summary)

This study investigated the relationships between disruptive behavior and frontal cortex asymmetry, verbal and performance score differences, and working memory (WM) in children and adolescents at a Chicago psychiatric hospital ($N = 33$). Davidson's (1995) model of frontal cortex asymmetry suggested that activation of the left frontal region was associated with the expression of positive emotions and that the right region was associated with negative or withdrawal emotions. An asymmetry may, therefore, give rise to emotional dysregulation and disruptive behavior. Verbal and performance skills are known to be important in the process of self-regulation, and WM has been established as an indicator of executive functioning (another important factor for disruptive behavior).

In this study, a disruptive behavior score was developed to quantify participants' disruptive behavior, their frontal cortex asymmetry was measured using EEG, and verbal and performance scores and WM were estimated using WISC-IV and WAIS-III protocols. A standard multiple regression analysis was performed on the collected data. The results suggested that the predictors accounted for only 13% of the disruptive behavior score, $F = 1.46$, $p > .05$. Therefore, these predictors did not

reach statistical significance. The clinical implications of the study, as well as limitations and suggestions for future research, are discussed.

Indexing (document details)

Advisor: Ammen, Sue A.
School: Alliant International University, Fresno
School Location: United States -- California
Keyword(s): Cerebral asymmetry, Working memory, Verbal-performance IQ differences, Disruptive behavior, Child psychiatry, Youth, Aggression
Source: DAI-B 69/10, Apr 2009
Source type: Dissertation
Subjects: Mental health, Clinical psychology
Publication Number: AAT 3335272
ISBN: 9780549886297
Document URL: <http://proquest.umi.com/pqdweb?did=1619033701&Fmt=2&clientId=2256&RQT=309&VName=PQD>
ProQuest document ID: 1619033701

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Evaluation of attention and executive control within a model of Gf-Gc cognitive functioning

Scheller, Adam C.. Proquest Dissertations And Theses 2008. Section 0067, Part 0632 121 pages; [Ph.D. dissertation].United States -- Pennsylvania: Duquesne University; 2008. Publication Number: AAT 3322182.

Abstract (Summary)

The G_f-G_c model (McGrew, 2003; McGrew & Flanagan, 1998) guided the development of most contemporary cognitive ability tests (Kaufman & Kaufman, 2004; Wechsler, 2003), as it enumerates general cognitive ability through the evaluation of its multiple components. This study involved an investigation of the G_f-G_c domains including added attention and executive control domains, which was measured by the Wechsler Intelligence Scale for Children, 4th Edition (WISC-IV) and Conners' Continuous Performance Test, 2nd Edition (CPT-II). These domains were compared via factor analysis of the WISC-IV and CPT-II.

In addition, Structural Equation Modeling was used to test the structure of the Dean-Woodcock Neuropsychology Model (Dean et al., 2003), particularly the primacy of attention and the interaction of executive control with other cognitive skills. The current study provided support for the addition of separate attention (G_{at}) executive control (G_{ec}) components within a G_f-G_c cognitive model. In addition, a significant interaction was found between attention and processing speed, which supports attention as a primary cognitive skill.

Indexing (document details)

Advisor: Miller, Jeffrey

School: Duquesne University
School Location: United States -- Pennsylvania
Keyword(s): Cognitive functioning, Exploratory factor analysis, Structural equation model, Executive functioning, Executive control, Attention
Source: DAI-B 69/07, Jan 2009
Source type: Dissertation
Subjects: Psychological tests, Cognitive therapy
Publication Number: AAT 3322182
ISBN: 9780549731542
Document URL: <http://proquest.umi.com/pqdweb?did=1588786221&Fmt=2&clientId=2256&RQT=309&VName=PQD>
ProQuest document ID: 1588786221

Document 10 of 36

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< 1900 ) year += 1900; var dateStr=month_names[month] + " " + date + ", " + " " + year; document.write(dateStr);}function writeMonth(idmonth){ var id=Number(idmonth)-1; if(id >= 0) document.write(" " + month_names[id]); }function ParseYear(yearStr){ document.write(yearStr.substring(0,4));}function getDateAbbr(){var today=new Date(); var month = today.getMonth(); var date= today.getDate(); var year = today.getFullYear(); // Netscape browser returns the year from 1900 while IE // returns the year from 0 if ( year < 1900 ) year += 1900; var dateStr=date + " " + month_names[month] .substring(0,3)+" ". + year; document.write(dateStr);}function getCurYear(){ var today=new Date(); var year = today.getFullYear(); // Netscape browser returns the year from 1900 while IE // returns the year from 0 if ( year < 1900 ) year += 1900; document.write(year);}function getCitedDate(){ var today=new Date(); var year = today.getFullYear(); var month = today.getMonth(); var date= today.getDate(); // Netscape browser returns the year from 1900 while IE // returns the year from 0 if ( year < 1900 ) year += 1900; var dateStr=date + " " + month_names[month] + " " + year; document.write(dateStr);}// -->
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Executive functioning in the presence of sleep disordered breathing

Sutton, Amy M.. Proquest Dissertations And Theses 2008. Section 0079, Part 0622 85 pages; [Ph.D. dissertation].United States -- Georgia: Georgia State University; 2008. Publication Number: AAT 3301012.

Abstract (Summary)

The purpose of the study was to investigate whether sleep-disordered breathing (SDB) impairs executive functioning in children. Additionally, the study sought to identify the executive functions at risk in SDB and the contribution of daytime sleepiness. SDB represents a spectrum of upper airway conditions that can be mild, such as snoring, or severe, such as obstructive sleep apnea (OSA). Children with these problems may present with excessive sleepiness, failure to thrive, and a variety of cognitive and behavioral dysfunctions including impaired executive functioning. Beebe and Gozal (2002) developed a theoretical model to explain the impact of sleepiness and hypoxia on executive functioning. This model provided a framework to examine links between the medical disorder and the neuropsychological consequences. Twenty-seven children with suspected SDB were tested with polysomnography (PSG) and a neuropsychological battery. Parents completed subjective measures of cognitive function and sleep symptoms. The children were ages 8 to 18 and had no congenital or acquired brain damage. They were matched for age and gender with 21 healthy controls. The executive function protocol included subtests from the Delis-Kaplan Executive Function System (D-KEFS), the digit span subtest from the Wechsler Intelligence Scale for Children (WISC-IV), the Tower of London-II-Drexel University (TOL-II), the Behavioral Rating Inventory of Executive Functioning (BRIEF), and the Conners? Continuous Performance Test (CPT-II). Statistical analysis was performed using 2 statistical software packages, SAS and NCSS. Regression analysis was used to evaluate all variables. Due to significant group differences in socio-economic status (SES), SES was included as a covariate, along with IQ. No group differences in IQ were found. Significantly less robust executive function in children with SDB was identified in the domains of cognitive flexibility and impulsivity. Additionally, poorer executive planning and overall inattentiveness was also associated with SDB. Level of significance was set at 0.05 and trends ($0.05 < p < 0.10$) were acknowledged. Other areas of executive function, including working memory, behavioral and emotional inhibition, and processing speed were not associated with SDB. Moreover, academic functioning was significantly lower in children with SDB, although the differences can be shared equally with SDB, SES and IQ.

Indexing (document details)

School:	Georgia State University
School Location:	United States -- Georgia
Keyword(s):	Sleep disorder, Executive function, OSA, Children, Breathing, Obstructive sleep apnea
Source:	DAI-B 69/01, Jul 2008
Source type:	Dissertation
Subjects:	Psychotherapy
Publication Number:	AAT 3301012
ISBN:	9780549459743
Document URL:	http://proquest.umi.com/pqdweb?did=1475181531&Fmt=2&clientId=2256&RQT=309&VName=PQD
ProQuest document ID:	1475181531

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Maximizing resources to gain information about clients: Profile analysis, Configural Frequency Analysis, and the WISC-IV
 Wakkinen, Howard B.. Proquest Dissertations And Theses 2008. Section 0161, Part 0633 190 pages; [Ph.D.
 dissertation].United States -- Colorado: University of Northern Colorado; 2008. Publication Number: AAT 3322469.

Abstract (Summary)

The present study examined the performance of exceptional samples on the *Wechsler Intelligence Scale for Children -- Fourth Edition* (WISC-IV) when compared to the standardization or non-special education (NS) group (Wechsler, 2003). The data gathered during the standardization and validation process for the WISC-IV were used to explore the presence of strengths and weaknesses in WISC-IV composite profile performance for groups of children with learning disabilities in reading (RD), attention deficit hyperactivity disorder (ADHD), mental retardation (MR), and those who are intellectually gifted (GT). The study expanded upon Stanton and Reynolds' (2000) research using the statistical procedure, Configural Frequency Analysis (CFA), to explore subtest performance for a group of children with learning disabilities on the WISC-R. CFA was utilized during the current study to examine the existence of profile configurations or specific patterns within the data set for the children in both the normal group as well as in the exceptional groups.

Results suggest that children from each of the four exceptional samples (i.e., RD, ADHD, MR, and GT) displayed unique WISC-IV composite profile patterns not observed in the performance of the non-special education group. Additionally, the CFA procedures teased out if weaknesses were cognitive, relative or traditional. Strengths were also found using CFA procedures for children in the exceptional groups, however, only the presence of a strength was of interest. The results from this study lend support for the use of the Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV) as a means of examining separate processing skills for groups of children with RD, ADHD, MR, and GT. Results of this study showed that CFA can be utilized as a method through which profile patterns can be examined. Future research needs to be completed to validate the continued use of the WISC-IV and CFA in the process of profile analysis.

Indexing (document details)

School:	University of Northern Colorado
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School Location: United States -- Colorado

Keyword(s): Assessment, WISC-IV, Configural Frequency Analysis (CFA), Profile analysis, Exceptional samples, Intelligence test, Wechsler Intelligence Scale for Children - Fourth Edition, Configural Frequency Analysis

Source: DAI-B 69/07, Jan 2009

Source type: Dissertation

Subjects: Quantitative psychology, Cognitive psychology

Publication Number: AAT 3322469

ISBN: 9780549722601

Document URL: <http://proquest.umi.com/pqdweb?did=1580861581&Fmt=2&clientId=2256&RQT=309&VName=PQD>

ProQuest document ID: 1580861581

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Resilience, social competence, and intelligence in children

Sanders, Angela C.. Proquest Dissertations And Theses 2008. Section 1009, Part 0622 [Psy.D. dissertation].United States -- Wisconsin: Wisconsin School of Professional Psychology, Inc.; 2008. Publication Number: AAT 0820405.

Abstract (Summary)

This study explores the relationship between one aspect of IQ, verbal ability, with a component of resilience, social competence, and compares it to the relationship of another aspect of IQ, perceptual reasoning, with social competence. This study also explores the relationship between another aspect of intelligence, practical intelligence, with social competence and compares it to the relationship of nonpractical intelligence with social competence. Finally, this study explores the relationship between the combination of children's verbal abilities and practical intelligence with social competence versus the combination of their perceptual reasoning abilities and nonpractical intelligence with social competence. A historical overview of resilience, social competence, and intelligence is provided along with their definitions, key concepts, major research findings, and measurements. Explanations are presented for the selection of the measures utilized (Comprehension, Vocabulary, Picture Concepts, and Block Design subtests on the Wechsler Intelligence Scale for Children - Fourth Edition and the Adaptive Skills Composite or the Personal Adjustment Composite on the Behavior Assessment System for Children - Second Edition) as well as the hypotheses offered. Results of this study indicated that from the parent and teacher perspectives, none of the aforementioned relationships were found. From the children's perspectives, however, statistically significant positive relationships were found between practical intelligence and social competence as well as a single measure of the combination of verbal abilities and practical intelligence with social competence and a single measure of the combination of nonverbal abilities and nonpractical intelligence with social competence.

Index words . Resilience, Social Competence, Intelligence, Children, BASC-2, WISC-IV

Indexing (document details)

Advisor: Rusch, Kathleen M.

School: Wisconsin School of Professional Psychology, Inc.

School Location: United States -- Wisconsin
Keyword(s): Resilience, Social competence, Intelligence, Children
Source: DAI-B 69/07, Jan 2009
Source type: Dissertation
Subjects: Clinical psychology, Personality psychology, Cognitive psychology
Publication Number: AAT 0820405
Document URL: <http://proquest.umi.com/pqdweb?did=1601519771&Fmt=2&clientId=2256&RQT=309&VName=PQD>
ProQuest document ID: 1601519771

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The relationship between aspects of cognitive functioning and academic skills in a clinically referred population

Garcia, Jessica. Proquest Dissertations And Theses 2008. Section 1191, Part 0622 86 pages; [Ph.D. dissertation].United States -- Florida: Nova Southeastern University; 2008. Publication Number: AAT 3325542.

Abstract (Summary)

This research involves an examination of the relationship between performance on academic achievement tasks and performance on measures of cognitive functioning, including components of intelligence, memory, and attention. The purpose of this study was to determine what cognitive factors predicted performance on measures of academic achievement above and beyond other cognitive variables. While previous research has demonstrated a relationship between intelligence and academic skill acquisition, the present research examined which cognitive factors uniquely predicted scores on different areas of academic functioning as assessed by the Letter Word Identification, Reading Fluency, Calculation, and Math Fluency subtests of the Woodcock Johnson Tests of Achievement, Third Edition. The components of intelligence, based upon the factor structure of the Wechsler Intelligence Scale for Children-Fourth Edition, as well as the Verbal and Visual Memory Indices of the Wide Range Assessment of Memory and Learning-Second Edition and the omission and commission errors of the Conner's Continuous Performance Test-Second Edition were utilized as measures of cognitive functioning. Four linear, standard multiple regressions were conducted with all independent variables entered into the analysis simultaneously. Results revealed that performance on the WISC-IV Perceptual Reasoning Index significantly predicted scores on a measure of math calculation above and beyond other cognitive variables. Furthermore, performance on the WISC-IV Processing Speed Index, significantly predicted scores on measures of reading fluency and math fluency above and beyond other cognitive variables. No cognitive variables uniquely predicted word reading when all cognitive variables were considered simultaneously.

Indexing (document details)

School: Nova Southeastern University
School Location: United States -- Florida
Keyword(s): Academic achievement, Intelligence, Cognitive functioning, Clinically referred
Source: DAI-B 69/08, Feb 2009
Source type: Dissertation

Subjects: Psychotherapy, Cognitive therapy
Publication Number: AAT 3325542
ISBN: 9780549765936
Document URL: <http://proquest.umi.com/pqdweb?did=1594489351&Fmt=2&clientId=2256&RQT=309&VName=PQD>
ProQuest document ID: 1594489351

Document 14 of 36

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IE // returns the year from 0 if ( year < 1900 ) year += 1900; var dateStr=date + " " + month_names[month] .substring(0,3)+". "  
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The validation of a measure of competency in the use of psychological assessment in career counseling: A Piagetian framework

Etheridge, Roy L.. Proquest Dissertations And Theses 2008. Section 0071, Part 0519 116 pages; [Ph.D. dissertation].United States -- Florida: The Florida State University; 2008. Publication Number: AAT 3340711.

Abstract (Summary)

Based on the results of a prior field study, it was determined that an instrument that borrows from Jean Piaget's theory of cognitive development could be constructed and reliably used to measure assessor competence in the use of a career counseling assessment instrument in career counselor training. This research further explores the feasibility of validating this instrument. If successful, a training template could be created to provide competency measurement for the remediation of counselors in training and the improvement of counselor training models. The theoretical model upon which the instrument is based is the Piagetian Matrix of Test User Competence (PMTUC). The competency assessment instrument based on this theoretical matrix was named A Measure of Assessor Competence (AMAC). The AMAC produces one global score based on six test items. The long-term intent of this line of research is to promote the utility of the PMTUC in the creation of a variety of measures of competency (AMACs) across many psychological assessments. The PMTUC theory and the resulting AMAC instruments could be applicable to all instruments. The specific intent of this study was to validate the use of the AMAC in the creation of a measure of competency in the use of a career counseling instrument. The instrument selected for this validation research was the Career Thoughts Inventory (CTI) because experts in the use of this instrument were readily available. Therefore, the measure of assessor competency for this specific research study is the AMAC-CTI. Future studies might attempt to build measures of competency in the use of the MMPI-2 (AMAC-MMPI-2), Rorschach (AMAC-Rorschach), or perhaps the WISC-IV (AMAC-WISC-IV).

To validate the AMAC-CTI instrument, five studies were conducted. Study 1 involved expert ratings of the importance of the six items in the AMAC-CTI using an Expert Content Rating Form. The experts in the field of counseling and career development were identified by the Director of Clinical Training in a Combined Doctoral Program in Counseling Psychology and School Psychology at a large university in the southeastern United States. For this study, persons were considered experts if they had at least 10 years experience in the field of career counseling, held faculty positions, currently supervised graduate students in career counseling, and had served as a supervisor for the student administration of at least two hundred Career Thoughts Inventories. All five experts agreed that the items on the AMAC-CTI were important to critically important.

Studies 2, 3, and 4 involved expert raters, graduate students, and professionals in the field of counseling and career development. The graduate students were enrolled in a Combined Counseling Psychology and School Psychology doctoral program or the Mental Health Counseling masters program at a large southeastern university who have been trained in the use of the CTI. The professionals work in the field of counseling psychology and have also been trained in the use of the CTI. Participants were approached via face-to-face request, e-mail request, or telephone by either the primary investigator of this dissertation or the aforementioned Director of Clinical Training about volunteering for a study of trainee competency using

assessments. Once persons agreed to participate, they were contacted via e-mail by the primary investigator and were directed via e-mail to access a web link provided by www.surveymonkey.com. Once participants accessed the link, they were introduced to the survey and presented with an electronic consent form and, upon agreeing to participate, a background questionnaire. Participants provided responses to six open-ended format questions which were assumed to correspond to the 6 primary determinants of test user competence. At the conclusion of the survey collection process, responses to surveys were redacted of personal identification information and given to expert raters to perform ratings using the AMAC-CTI.

For Study 2, inter-rater reliability coefficients and measures of internal consistency were derived to confirm the reliability of the instrument. An exploratory factor analysis (EFA) determined that the AMAC-CTI is a uni-dimensional instrument. Study 3 was conducted to examine the difficulty of the instrument. The open-ended portion of the survey required respondents to answer six detailed questions that corresponded to the six items that make up the AMAC-CTI. Based on the results of this research project, the performance tasks were determined to be somewhat difficult.

Study 4 assessed convergent validity by asking the student participants' clinical supervisors to rate their respective students' competency in the use of the CTI. Supervisors used the same evaluation criteria as the AMAC-CTI to assess their students. The student participants' overall AMAC-CTI scores were then correlated with the overall ratings provided by their respective clinical supervisors. It was hypothesized that these scores would be correlated, but statistical analyses failed to show a significant relationship. For Study 5, analyses were performed to examine the relationship between AMAC-CTI scores and education and between AMAC-CTI scores and experience in the use of the CTI. AMAC-CTI ratings were positively correlated with experience in the use of the CTI, but were not correlated with education level and the number of assessment courses completed by participants. Implications for further test development and counselor training of assessment skills are discussed.

Indexing (document details)

School:	The Florida State University
School Location:	United States -- Florida
Keyword(s):	Psychological assessment, Career counseling, Piagetian, Competency assessment, Training in psychology, Competency measurement
Source:	DAI-A 69/12, Jun 2009
Source type:	Dissertation
Subjects:	School counseling, Educational psychology, Quantitative psychology
Publication Number:	AAT 3340711
ISBN:	9780549956242
Document URL:	http://proquest.umi.com/pqdweb?did=1654493061&Fmt=2&clientId=2256&RQT=309&VName=PQD
ProQuest document ID:	1654493061

Document 15 of 36

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Visual-spatial processing and mathematics achievement: The predictive ability of the visual-spatial measures of the Stanford-Binet intelligence scales, Fifth Edition and the Wechsler Intelligence Scale for Children-Fourth Edition
Clifford, Eldon. Proquest Dissertations And Theses 2008. Section 0203, Part 0525 195 pages; [Ph.D. dissertation].United

States -- South Dakota: University of South Dakota; 2008. Publication Number: AAT 3351188.

Abstract (Summary)

In the law and the literature there has been a disconnect between the definition of a learning disability and how it is operationalized. For the past 30 years, the primary method of learning disability identification has been a severe discrepancy between an individual's cognitive ability level and his/her academic achievement. The recent 2004 IDEA amendments have included language that allows for changes in identification procedures. This language suggests a specific learning disability may be identified by a student's failure to respond to a research based intervention (RTI). However, both identification methods fail to identify a learning disability based on the IDEA 2004 definition, which defines a specific learning disability primarily as a disorder in psychological processing. Research suggests that processing components play a critical role in academic tasks such as reading, writing and mathematics. Furthermore, there has been considerable research that suggests visual-spatial processing is related to mathematics achievement. The two most well known IQ tests, the Stanford-Binet-Fifth Edition (SB5) and the Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV), were revised in 2003 to align more closely with the most current theory of intelligence, the Cattell-Horn-Carroll theory of cognitive abilities (CHC). Research supports both instruments have subtests that measure visual-spatial processing. The purpose of the current study is to identify which visual-spatial processing measure (SB5 or WISC-IV) is the better predictor of poor mathematics achievement. The participants were 112 6th-8th grade middle school students. Of the 112 original participants, 109 were included in the study. The comparison of the results of two separate sequential logistic regressions found that both measures could significantly predict mathematics achievement. However, given the relatively small amount of variance accounted for by both the SB5 and WISC-IV visual-spatial processing measures, the results had questionable practical significance.

Indexing (document details)

Advisor:	Pietrzak, Dale
School:	University of South Dakota
School Location:	United States -- South Dakota
Keyword(s):	School psychology, WISC-IV, Visual-spatial, Mathematics, Stanford-Binet, Mathematics achievement, Wechsler Intelligence Scale for Children-Fourth Edition
Source:	DAI-A 70/03, Sep 2009
Source type:	Dissertation
Subjects:	Mathematics education, Educational psychology, Special education
Publication Number:	AAT 3351188
ISBN:	9781109069822
Document URL:	http://proquest.umi.com/pqdweb?did=1701226491&Fmt=2&clientId=2256&RQT=309&VName=PQD
ProQuest document ID:	1701226491

Document 16 of 36

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[A preliminary study of WISC-IV and WAIS-III IQ scores for students with extremely low cognitive functioning](#)

Bresnahan, Joseph A.. Proquest Dissertations And Theses 2007. Section 0287, Part 0529 68 pages; [Psy.D. dissertation].United States -- New Jersey: Fairleigh Dickinson University; 2007. Publication Number: AAT 3284746.

Abstract (Summary)

Prior research suggests that when the WISC and WAIS are administered to individuals with extremely low cognitive functioning, the WAIS IQ scores are significantly higher by as much as 14.31 points (Carvajal, Lane, & Gay, 1984, Craft & Kronenberger, 1979; Flynn, 1985; Hannon & Kicklighter, 1970; Rubin et al., 1985; Rubin et al., 1990; Spitz, 1983; Spitz, 1986; Vance et al., 1987; Webb, 1963; Wesner, 1973; Zimmerman et al., 1986). The higher WAIS IQ scores are particularly problematic for individuals who rely on IQ scores to qualify for educational services or government aid or programs. The purpose of this study was to determine whether previously reported WISC/WAIS differences exist between the most current versions of the Wechsler scales, namely the WISC-IV and the WAIS-III, in a sample of adolescents with extremely low cognitive functioning (i.e. IQ < 75). Twenty participants, from The Midland School, a Blue Ribbon School of Excellence for students with developmental delays, were administered the WISC-IV and WAIS-III in a counterbalanced order. Data was analyzed using Matched (Paired-Samples) two-tailed *t*-tests and chi square analysis. Results from this preliminary study support previous research and indicated that the WAIS-III FSIQ scores were significantly higher than WISC-IV IQ scores by an average of 14.35 points. In addition, 3 of the 4 Index scores (i.e., VCI, PRI/POI, PSI) were significantly higher on the WAIS-III and 75% of the WAIS-III subtest scores were significantly higher than their WISC-III counterparts. Data analysis further suggested that the WAIS-III may under identify those who meet the IQ criteria for MR by 10% to 15%. In addition, changes in IQ scores found from the administration of the WISC-IV to the WAIS-III for the same individuals suggested a possible FSIQ reclassification rate of up to 85%. Suspected rationales for these findings, implications of the results, limitations of this study, and directions for future research were discussed.

Indexing (document details)

Advisor:	Dumont, Ronald P.
School:	Fairleigh Dickinson University
School Location:	United States -- New Jersey
Keyword(s):	WISC-IV, WAIS-III, Low cognitive functioning, IQ testing
Source:	DAI-B 68/09, Mar 2008
Source type:	Dissertation
Subjects:	Special education, Psychological tests, Cognitive therapy
Publication Number:	AAT 3284746
ISBN:	9780549261728
Document URL:	http://proquest.umi.com/pqdweb?did=1409503491&Fmt=2&clientId=2256&RQT=309&VName=PQD
ProQuest document ID:	1409503491

Document 17 of 36

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Cognitive processing in children and adolescents with Fetal Alcohol Spectrum Disorder: Assessing alternative measures in predicting adaptive behavior

Odishaw, Janine Danielle. Proquest Dissertations And Theses 2007. Section 0351, Part 0622 186 pages; [Ph.D. dissertation].Canada: University of Alberta (Canada); 2007. Publication Number: AAT NR33040.

Abstract (Summary)

In this study of 38 children and adolescents with Fetal Alcohol Spectrum Disorder, the relations between measures of executive functioning (EF), intelligence and adaptive behaviour were explored. Applying Miyake et al.'s (2000) model, three areas of EF were assessed: working memory, set shifting, and inhibition. Relations were found between the WISC-IV, the Cognitive Assessment System (the two tests of intelligence employed in this study) and the three targeted areas of EF (as measured by tests from the Delis-Kaplan Executive Function System and the Working Memory Test Battery for Children). Consistent with findings of past research, global IQ composites were not predictive of adaptive behaviour as rated by parents or teachers. However, in predicting parent-rated adaptive behaviour, component scores derived from the CAS did account for unique variance beyond that explained by the WISC-IV full scale IQ and demographic variables. For teacher-rated adaptive behaviours, it appears that age, gender, and ethnicity were most predictive. Profile analysis of scores derived from the two IQ tests converged to suggest particular strengths in the area of nonverbal processing and particular weaknesses in the area of EF. Implications for policy, intervention, and future research are discussed.

Indexing (document details)

School:	University of Alberta (Canada)
School Location:	Canada
Keyword(s):	Cognitive processing, Children, Adolescents, Fetal Alcohol Spectrum Disorder, Adaptive behavior
Source:	DAI-B 68/10, Apr 2008
Source type:	Dissertation
Subjects:	Psychotherapy, Cognition & reasoning, Children & youth, Teenagers, Fetal alcohol syndrome, Behavior
Publication Number:	AAT NR33040
ISBN:	9780494330401
Document URL:	http://proquest.umi.com/pqdweb?did=1425307051&Fmt=2&clientId=2256&RQT=309&VName=PQD
ProQuest document ID:	1425307051

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Cognitive deficits associated with childhood depression: Patterns of performance on the Wechsler Intelligence Scale for Children: Fourth Edition

Sweitzer, Shannon Taich. Proquest Dissertations And Theses 2007. Section 0225, Part 0622 85 pages; [Ph.D. dissertation].United States -- Pennsylvania: Temple University; 2007. Publication Number: AAT 3268215.

Abstract (Summary)

The purpose of the study was to determine if a relationship exists between the degree of depressive symptomatology endorsed by children on the Beck Youth Inventories of Emotional and Social Impairment, Depression scale (BYI-D) and performance on the Wechsler Intelligence Scale for Children: Fourth Edition (WISC-IV). One hundred and five children, who were between the ages of 7 and 14 and who were referred by the Student Support Team for a psychological evaluation, were included in the study. Results of the psychological evaluation were provided by the examining school psychologist, all

employees of a large, suburban public school district in the southeastern United States. Pearson correlation analysis did not demonstrate significant correlations among BYI-D scores and Verbal Comprehension, Perceptual Reasoning, Working Memory, Processing Speed, and Full Scale IQ scores. Multiple analysis of variance (MANOVA) results were not statistically significant. A post-hoc analysis in which Pearson Correlation analysis was conducted between BYI-D score and individual WISC-IV subtests revealed that BYI-D score was related to Digit Span score, in that students who endorsed higher levels of depressive symptomatology on the BYI-D tended to score lower on the Digit Span subtest. Educational implications, limitations to the study, and areas of future research are discussed.

Indexing (document details)

Advisor:	Rosenfeld, Joseph
School:	Temple University
School Location:	United States -- Pennsylvania
Keyword(s):	Cognitive deficits, Childhood, Depression, Wechsler Intelligence Scale for Children: Fourth Edition
Source:	DAI-B 68/06, Dec 2007
Source type:	Dissertation
Subjects:	Psychotherapy, Cognitive therapy
Publication Number:	AAT 3268215
ISBN:	9780549080947
Document URL:	http://proquest.umi.com/pqdweb?did=1398611691&Fmt=2&clientId=2256&RQT=309&VName=PQD
ProQuest document ID:	1398611691

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Cognitive profiles of children with attention-deficit/hyperactivity disorder

Schwebach, Adam J.. Proquest Dissertations And Theses 2007. Section 0240, Part 0622 91 pages; [Ph.D. dissertation].United States -- Utah: The University of Utah; 2007. Publication Number: AAT 3255572.

Abstract (Summary)

Although the symptoms of Attention-Deficit/Hyperactivity Disorder (ADHD) are described in behavioral terms (e.g., poor impulse control), it is often suggested that children with ADHD most likely represent deficits in executive functioning (e.g., planning and working memory). The Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV), Cognitive Assessment System (CAS); and Conners' Continuous Performance Test-II (CPT-II) are measures commonly used when assessing children with ADHD. The profiles on these and other cognitive measures are often analyzed when assessing and diagnosing children with ADHD. Therefore, it is critical that adequate evaluation of these instruments be completed to determine their effectiveness in discriminating between children with ADHD and those without.

The purpose of this study was to investigate the cognitive profiles of children with ADHD Inattentive Type (ADHD-I), ADHD Combined Type (ADHD-C), and a clinical referred sample of children without ADHD on the WISC-IV, CAS, and CPT-II. Participants, identified through a large archival database, were divided into three subgroups: children having ADHD-I, children

with ADHD-C, and children having a primary diagnosis other than ADHD (e.g., depression, etc.). The significance of the mean differences was examined using planned profile analysis with the participant's diagnosis serving as the independent variable and the four index scores on the WISC-IV, CAS, and selected index scores from the CPT-II serving as the dependent variables.

Results indicated no significant differences in the profiles between children with either ADHD-I or ADHD-C and children without ADHD on the WISC-IV and CPT-II. However, on average, the combined ADHD group demonstrated overall higher scores on the CPT-II compared to the non-ADHD clinical sample. Children with either ADHD-I or ADHD-C did not differ from children without ADHD in their performance on the CAS. However, after combining the two ADHD groups, a statistical difference was found on the Planning and Attention factor scores. These findings support the hypothesis that children with ADHD demonstrate cognitive weaknesses in executive functions of planning and attention. Furthermore, the CAS may be useful in discriminating between children with ADHD and those without, but other cognitive instruments assessing working memory, attention, and vigilance did not demonstrate this difference.

References

- Cited by (1)

Indexing (document details)

Advisor:	Olympia, Dan
School:	The University of Utah
School Location:	United States -- Utah
Keyword(s):	Cognitive profiles, Attention deficit hyperactivity disorder, Executive function
Source:	DAI-B 68/03, Sep 2007
Source type:	Dissertation
Subjects:	Psychotherapy, Cognitive therapy
Publication Number:	AAT 3255572
Document URL:	http://proquest.umi.com/pqdweb?did=1313922711&Fmt=2&clientId=2256&RQT=309&VName=PQD
ProQuest document ID:	1313922711

Document 20 of 36

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Comparative study of the Working Memory Scales of the WISC-IV and SB5 in referred students
Abbott, Erica N.. Proquest Dissertations And Theses 2007. Section 0817, Part 0525 31 pages; [Ed.S. dissertation].United States -- West Virginia: Marshall University; 2007. Publication Number: AAT 1448545.

Abstract (Summary)

The present study compared the working memory scales of the WISC-IV and the SB5 as both tests are used, in part, to develop academic interventions for students. There is a moderate correlation (.6) between the two tests with 33 percent of shared variance and a SEest of 9.1 [plus or minus]. The findings indicate that the two tests do not measure a similar ability and scores obtained on them should not be interpreted in the same manner. More research is needed to investigate the

specific constructs measured and which test is most appropriate to assess working memory problems.

Indexing (document details)

Advisor: Krieg, Fred Jay
School: Marshall University
School Location: United States -- West Virginia
Source: MAI 46/02, Apr 2008
Source type: Dissertation
Subjects: Educational psychology, Psychology, Experiments, Psychological tests
Publication Number: AAT 1448545
ISBN: 9780549248873
Document URL: <http://proquest.umi.com/pqdweb?did=1400963761&Fmt=2&clientId=2256&RQT=309&VName=PQD>
ProQuest document ID: 1400963761

Document 21 of 36

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Empirically supported interpretation of the WISC-IV: A commonality analysis approach

Underwood, Jennifer E.. Proquest Dissertations And Theses 2007. Section 0543, Part 0288 98 pages; [Ph.D. dissertation].United States -- Minnesota: Walden University; 2007. Publication Number: AAT 3288764.

Abstract (Summary)

This research was completed in order to develop empirically supported recommendations for interpreting the Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV). Currently there is a discrepancy between researchers and practitioners with regards to interpretation of the WISC-IV. While some research has suggested that interpreting the WISC-IV Full Scale IQ (FSIQ) is the most parsimonious and valid explanation of an individual's cognitive abilities, other research has demonstrated that interpreting FSIQ may not be valid for specific groups. This archival research study used the nationally represented standardization sample for the WISC-IV. This research divided the WISC-IV standardization sample into groups of high, medium, and low Index score variability. Regression commonality analysis was completed on the three groups to determine the proportion of unique and shared factor variance of WISC-IV Index scores on FSIQ. The results found that for flat and low variability profiles, shared factor variance contributed more to FSIQ than unique factor variance. For highly variable profiles, FSIQ was composed primarily of unique factor variance. These findings establish that for highly variable WISC-IV profiles, interpretation of FSIQ should be abandoned for interpretation of Index scores. These findings have the potential to directly impact students who are referred for special education services. A shift in focus from general cognitive abilities to an analysis of cognitive strengths and weaknesses has the potential to improve educational outcomes by connecting evidenced-based assessment to interventions.

Indexing (document details)

Advisor: Trocchio, Thomas M.
Committee members: Klein, Raymond, Fox, Frank, Hale, James B.

School: Walden University
Department: Psychology
School Location: United States -- Minnesota
Keyword(s): School psychology, WISC-IV, Cognitive assessment, Regression commonality analysis, Intelligence, Evidenced-based practices, Commonality, Wechsler Intelligence Scale for Children - Fourth Edition
Source: DAI-B 68/11, May 2008
Source type: Dissertation
Subjects: Educational evaluation, Psychological tests
Publication Number: AAT 3288764
ISBN: 9780549316510
Document URL: <http://proquest.umi.com/pqdweb?did=1432770801&Fmt=2&clientId=2256&RQT=309&VName=PQD>
ProQuest document ID: 1432770801

Document 22 of 36

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Estimation of premorbid intellectual abilities in children with traumatic brain injury
Malec, Tara. Proquest Dissertations And Theses 2007. Section 1351, Part 0622 83 pages; [Ph.D. dissertation].United States -- Minnesota: Capella University; 2007. Publication Number: AAT 3263170.

Abstract (Summary)

The present study reviews currently available methods of estimating premorbid intellectual abilities in children, and examines the potential of the Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV; Wechsler, 2003) as an estimate of premorbid IQ in children with Traumatic Brain Injury (TBI). Archival data were obtained from a sample of 2,200 children aged 6:0--16:11 who participated in the standardization phase of the WISC-IV, and 43 children aged 6:0--16:11 with a history of moderate or severe TBI who participated in a WISC-IV special group study. First, demographic variables including sex, ethnicity, parent education level, and geographic region were entered into a regression analysis to determine a demographic-based premorbid prediction equation for the WISC-IV Full Scale Intelligence Quotient (FSIQ). Second, a logistic regression analysis was used to investigate which WISC-IV subtest scaled scores improve the differential diagnosis of TBI versus a matched control group. Third, an ANOVA was used to examine which subtests yielded the lowest mean scores for the TBI group. The results support previous research that shows parental education is the strongest predictor of premorbid IQ and that ethnicity is an important contributor in the demographic equation. In addition, the findings show that a three-variable model consisting of the Coding Copy, Block Design, and Comprehension subtests significantly improved the prediction of correctly classifying TBI versus matched control. Furthermore, as expected, the results show that the TBI group produced the lowest scores on the Processing Speed Index and the Working Memory Index.

Indexing (document details)

Advisor: Marks-Frey, Marilyn
School: Capella University

School Location: United States -- Minnesota
 Keyword(s): Intellectual abilities, Traumatic brain injury, Ethnicity
 Source: DAI-B 68/04, Oct 2007
 Source type: Dissertation
 Subjects: Psychotherapy, Psychological tests, Cognitive therapy
 Publication Number: AAT 3263170
 Document URL: <http://proquest.umi.com/pqdweb?did=1313922821&Fmt=2&clientId=2256&RQT=309&VName=PQD>
 ProQuest document ID: 1313922821

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. 2007. Section 0022, Part 0288 79 pages; [Ph.D. dissertation].United States -- Utah: Brigham Young University; 2007.
 Publication Number: AAT 3293984.

Abstract (Summary)

This study presented the past, current, and proposed practice of intelligence testing with a unique population, students identified as deaf and hard of hearing (D/HH). As a basis for describing the cognitive ability of Utah's D/HH students and to improve practice guidelines, 61 D/HH students served by Utah Schools for the Deaf and the Blind (USDB) were administered the Universal Nonverbal Intelligence Test (UNIT) standard battery and the Perceptual Reasoning Index (PRI) subtests from the Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV). Based on these data, composite score distributions were described and compared with national standardization samples.

Participants' WISC-IV PRI scores are summarized with the following descriptive statistics: M = 88.95, 11.05 points below the standardization sample's mean; SD = 14.55; skew = -.74; and SE = .31. Comparing the USDB D/HH sample's WISC-IV PRI scores with the WISC-IV standardization sample's distribution of scores, the participants' score were significantly lower (two-tailed p -value of <.0001). Participants' UNIT Standard Battery Composite scores are summarized with the following descriptive statistics: M = 90.74, 9.26 points less than the standardization sample's mean; SD = 13.97; skew = -.55; and SE = .31. Comparing this sample's UNIT composite scores with the standardization sample, the participants' scores were significantly lower (two-tailed p -value of <.0001). Additionally, a Pearson correlation compared each participant's scores on the WISC-IV PRI with the corresponding score on the UNIT Standard Battery Composite, yielding a correlation coefficient of .75 with a two-tailed p -value < .0001.

Recommendations for future guidelines regarding cognitive assessment of Utah's D/HH students are presented. In particular, this research supported administering the UNIT rather than the WISC-IV. Though no assessment is language free, the UNIT's administration uses simple gestures for directions, rather than spoken language. Additionally, D/HH students were included in the standardization sample. Furthermore, administering one assessment, rather than several, consumes less time for the examiner and the student, saving money and decreasing student time away from classroom instruction.

Indexing (document details)

School: Brigham Young University
 School Location: United States -- Utah

Keyword(s): Hard of hearing, Nonverbal tests, Deaf, Cognitive assessment, WISC-IV, Utah
 Source: DAI-A 68/12, Jun 2008
 Source type: Dissertation
 Subjects: Educational evaluation, Special education
 Publication Number: AAT 3293984
 ISBN: 9780549381778
 Document URL: <http://proquest.umi.com/pqdweb?did=1453171201&Fmt=2&clientId=2256&RQT=309&VName=PQD>
 ProQuest document ID: 1453171201

Document 24 of 36

. 2007. Section 0351, Part 0519 163 pages; [M.Ed. dissertation].Canada: University of Alberta (Canada); 2007. Publication Number: AAT MR29905.

Abstract (Summary)

The prevalence of gender differences is a controversial and politicized issue in society. There are many misconceptions about gender differences that have serious ramifications for our society and our gender identity development. This study looked at the gender differences in cognitive, academic, visual-motor and emotional and behavioural functioning among 401 clinic-referred participants who were administered a comprehensive psycho-educational assessment. The data were collected from the SBV, WISC-IV, WAIS-III, WIAT-II, WJ-III, WRAT-3, Beery VMI, Bender-Gestalt II, BAI, BDI-II, BASC and the BASC-2. There were minimal gender differences found in most areas of functioning, which is consistent with the literature in the field that supports the gender similarities hypothesis. When there were gender differences, males tended to have higher performance and relatively better emotional and behavioural functioning than females.

Indexing (document details)

School: University of Alberta (Canada)
School Location: Canada
Source: MAI 46/02, Apr 2008
Source type: Dissertation
Subjects: Academic guidance counseling, Gender
Publication Number: AAT MR29905
ISBN: 9780494299050
Document URL: <http://proquest.umi.com/pqdweb?did=1409503151&Fmt=2&clientId=2256&RQT=309&VName=PQD>
ProQuest document ID: 1409503151

Document 25 of 36

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dateStr=date + " " + month_names[month] + " " + year; document.write(dateStr);}// -->
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Neuropsychological and behavioral correlates of prenatal cocaine exposure in boys with severe psychopathology

Wagreich, Michele. Proquest Dissertations And Theses 2007. Section 0198, Part 0317 124 pages; [Ph.D. dissertation].United States -- New York: Long Island University, The Brooklyn Center; 2007. Publication Number: AAT 3285797.

Abstract (Summary)

Children with severe emotional disturbances (SED) who were prenatally cocaine-exposed may perform worse than their non-exposed peers on neuropsychological tasks, in excess of the deficits associated with the SED classification itself. The literature is equivocal as to whether subtle deficits observed in infancy persist into later childhood, during which children are faced with more challenging cognitive tasks that require the interplay of multiple cognitive processes. Few studies have examined neuropsychological processes in children classified with severe emotional disturbances (SED); no studies to date have examined the interplay between prenatal cocaine exposure and neuropsychological and behavioral functioning in this specific population. This study examined cognitive, neuropsychological, behavioral, and personality functioning in 46 7- to 13-year-old (M age = 11.06 years, SD = 1.46) cocaine-exposed and unexposed SED boys. Results indicated that there were no differences in cocaine-exposed and non-exposed boys in Full-Scale IQ or WISC-IV index scores. However, when FSIQ was controlled for, cocaine-exposed boys performed significantly worse on tasks assessing short-term and working memory. In addition, cocaine-exposed boys made significantly more errors on the Trail Making Test, Part B. Such deficits are attributed to the teratogenic properties of cocaine, as well as to an accumulation of risks associated with prenatal cocaine exposure, resulting in poorer performance on tasks dependent on working memory and set-shifting ability in such children. These data support the position that prenatal cocaine exposure causes synaptic and structural changes in the nigrostriatal system, which innervates the prefrontal cortex, and may be associated with neuropsychological impairments when damaged. Although there were no differences between cocaine-exposed and non-exposed boys on the Child Behavior Checklist, cocaine-exposed boys exhibited a significantly higher tendency to process information in an unusual manner on the Rorschach test. This may indicate that, in unclear situations, cocaine-exposed boys in the SED population may translate information in ways that are less conventional than non-exposed boys. This finding suggests that cocaine-exposed boys may exhibit perceptual inaccuracies in situations that most challenge their capacity to regulate emotions, such as in less structured environments.

Keywords . IQ, memory, prenatal cocaine exposure, cognitive, neuropsychological

Indexing (document details)

Advisor:	Ramirez, Paul M.
School:	Long Island University, The Brooklyn Center
School Location:	United States -- New York
Keyword(s):	Neuropsychological, Prenatal, Cocaine exposure, Boys, Psychopathology, Intelligence, Emotional disturbance
Source:	DAI-B 68/10, Apr 2008
Source type:	Dissertation
Subjects:	Neurology, Psychotherapy
Publication Number:	AAT 3285797
ISBN:	9780549281184
Document URL:	http://proquest.umi.com/pqdweb?did=1421605601&Fmt=2&clientId=2256&RQT=309&VName=PQD
ProQuest document ID:	1421605601

Document 26 of 36

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< 1900 ) year += 1900; var dateStr=month_names[month] + " " + date + "," + " " +year; document.write(dateStr);}function
writeMonth(idmonth){ var id=Number(idmonth)-1; if(id >= 0) document.write(" " + month_names[id]); }function
ParseYear(yearStr){ document.write(yearStr.substring(0,4));}function getDateAbbr(){var today=new Date(); var month =
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The impact of relaxation training on cognition and academic ability

Fernandez, Miguel Richardo. Proquest Dissertations And Theses 2007. Section 1443, Part 0622 90 pages; [Ph.D. dissertation].United States -- Arizona: Northcentral University; 2007. Publication Number: AAT 3252087.

Abstract (Summary)

This dissertation was an investigation into the effect of relaxation training (RT) on academic ability and cognition. Research was presented demonstrating that RT had been used extensively for stress/anxiety reduction in schools, but not to directly improve academic ability or cognition. Furthermore, no standardized testing had been employed to assess the value of RT in schools. Using the Australian Council for Educational Research (ACER; de lemos, 1982a,b) Intermediate tests, and the *Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV; Wechsler, 2003b)* seven dependent variables (DVs) were examined: academic ability (Intermediate Tests), Working Memory, Processing Speed, and the subtests of Digit Span, Letter-Number Sequencing (LNS), Coding, and Symbol Search (WISC-IV). A computerized version of the Spielberger *State-Trait Anxiety Test (STAI-S; Spielberger, Gorsuch, & Lushene, 2005b)* was used to measure anxiety. Comparisons between randomly assigned RT and control participants revealed significant effects for RT on Working Memory, Processing Speed, Letter-Number Sequencing, and Coding. Effects for academic ability, Digit Span, and Symbol Search were not significant. Using anxiety as a covariate changed the significant effects for Working Memory and Coding. Interestingly, state anxiety increased from pretest to posttest for both RT and control participants, apparently due to the timing contexts of the repeated assessments. Discussion of the findings focused on the impact of RT on short-term memory, and the linkage between anxiety and short-term memory.

Indexing (document details)

Advisor: Jones, Richard
School: Northcentral University
School Location: United States -- Arizona
Keyword(s): Relaxation training, Cognition, Academic ability, Working memory, Processing speed
Source: DAI-B 68/02, Aug 2007
Source type: Dissertation
Subjects: Psychotherapy, Cognitive therapy
Publication Number: AAT 3252087
Document URL: <http://proquest.umi.com/pqdweb?did=1288668631&Fmt=2&clientId=2256&RQT=309&VName=PQD>
ProQuest document ID: 1288668631

Document 27 of 36

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< 1900 ) year += 1900; var dateStr=month_names[month] + " " + date + " " + month_names[month] + year; document.write(dateStr);}function writeMonth(idmonth){ var id=Number(idmonth)-1; if(id >= 0) document.write(" " + month_names[id]); }function ParseYear(yearStr){ document.write(yearStr.substring(0,4));}function getDateAbbr(){var today=new Date(); var month = today.getMonth(); var date= today.getDate(); var year = today.getYear(); // Netscape browser returns the year from 1900 while IE // returns the year from 0 if ( year < 1900 ) year += 1900; var dateStr=date + " " + month_names[month] .substring(0,3)+" " + year; document.write(dateStr);}function getCurYear(){ var today=new Date(); var year = today.getYear(); // Netscape browser returns the year from 1900 while IE // returns the year from 0 if ( year < 1900 ) year += 1900; document.write(year);}function getCitedDate(){ var today=new Date(); var year = today.getYear(); var month = today.getMonth(); var date= today.getDate(); // Netscape browser returns the year from 1900 while IE // returns the year from 0 if ( year < 1900 ) year += 1900; var dateStr=date + " " + month_names[month] + " " + year; document.write(dateStr);}// -->
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The psychometric profile of adolescent Attention Deficit Hyperactivity Disorder

Sherlin, Leslie H.. Proquest Dissertations And Theses 2007. Section 1351, Part 0620 69 pages; [Ph.D. dissertation].United States -- Minnesota: Capella University; 2007. Publication Number: AAT 3288699.

Abstract (Summary)

Attention Deficit Hyperactivity Disorder (ADHD) has become one of the most common psychiatric disorders of childhood. Currently the disorder is diagnosed primarily using the criteria of the Diagnostic and Statistical Manual of Mental Disorders-Text Revision (APA, 2000) or the International Statistical Classification of Mental Disorders (ICD-10, World Health Organisation, 1992). Although these manuals attempt to provide objective measures for the diagnosis there are considerable subjective interpretations to be made by the diagnostician. In an attempt to provide more objective criteria tests have been developed to ascertain the presence of hyperactivity and/or inattention. This research study investigates the relationship between Wechsler Intelligence Scale for Children - fourth edition and other accepted tests for the objective measurement for the presence of ADHD characteristics, the Gordon Diagnostic System, and the Conner's for attention deficit hyperactivity disorder. Patterns that exist with WISC-IV data and the aforementioned measures may be used to develop profiles for ADHD. The profiles may be utilized as markers for certain diagnostic probabilities that may help the diagnostician more accurately and efficiently determine the diagnosis of those tested with attention difficulties.

Indexing (document details)

Advisor:	Gamber, Victoria
Committee members:	Shen, Jeff, Behrend, Rebecca
School:	Capella University
Department:	School of Psychology
School Location:	United States -- Minnesota
Keyword(s):	ADHD, WISC, CPT, Conners', Gordon, Wechsler, Attention deficit hyperactivity disorder, Wechsler Intelligence Scale for Children - Fourth Edition, Gordon Diagnostic System, Conner's Rating Scales, Psychometric, Adolescent
Source:	DAI-B 68/11, p. 7677, May 2008
Source type:	Dissertation
Subjects:	Developmental psychology, Clinical psychology, Quantitative psychology
Publication Number:	AAT 3288699
ISBN:	9780549315568
Document URL:	http://proquest.umi.com/pqdweb?did=1467893941&Fmt=2&clientId=2256&RQT=309&VName=PQD
ProQuest document ID:	1467893941

Document 28 of 36

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< 1900 ) year += 1900; var dateStr=month_names[month] + " " + date + ", " + " " + year; document.write(dateStr);}function
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Transfer of learning in children with fetal alcohol spectrum disorder

McInerney, Robert John. Proquest Dissertations And Theses 2007. Section 0244, Part 0622 121 pages; [Ph.D.

dissertation].Canada: University of Victoria (Canada); 2007. Publication Number: AAT NR28286.

Abstract (Summary)

Objective . Fetal alcohol spectrum disorder (FASD) is a permanent developmental disorder that can occur if women drink alcohol while pregnant. Despite substantial variability in FASD as a population, anecdotal evidence and clinical reports suggest that affected individuals have difficulty learning from experience and generalizing information from one situation to another, and tend to make the same mistakes over and over. Consistent with research in cognitive and educational psychology, these difficulties were conceptualized as impairments in "transfer of learning." This dissertation sought to measure transfer of learning using three experimental transfer measures and an exploratory parental transfer questionnaire. In addition, performance on the experimental transfer measures was investigated in relation to aspects of executive functioning, because abilities thought to underlie successful transfer bear much resemblance to aspects of executive functioning.

Participants and methods . The sample included 16 children diagnosed with FASD and 16 age- and gender-matched control children. Children were screened for intelligence and excluded if their performance on both Vocabulary and Matrix Reasoning from the WISC-IV fell below the 9th percentile. Children completed three transfer tasks: (1) a novel, experimental modification of the Tower of Hanoi involving nested plastic cups and Tupperware containers; (2) a variation of Chen's (1996) Bead Retrieval Problem; and (3) the Purdue Pegboard. Participants also completed three executive functioning tasks that were selected to measure concept formation and flexibility: (1) Picture Concepts from the WISC-IV; (2) the D-KEFS Color-Word Interference Test; and (3) the Visual-Verbal Test. In addition, parents or caregivers completed an exploratory questionnaire designed to assess children's transfer of learning abilities in everyday life, along with the ABAS-II, a standardized measure of adaptive functioning.

Results. Children with FASD displayed significantly weaker performance on the Transfer Condition of the Tower of Hanoi, even after controlling for intelligence. Group differences were not observed on the Bead Retrieval Problem or on the Purdue Pegboard.

On the measures of executive functioning, control children outperformed those with FASD on all measures before controlling for intelligence. In addition, there was a significant relationship between the Tower of Hanoi and the Visual-Verbal Test; the latter was the only executive functioning task related to transfer of learning. This finding, however, did not persist when intelligence was accounted for.

After controlling for intelligence, significant group differences also were found on parental ratings of everyday transfer ability and on more complex aspects of adaptive functioning.

Conclusions . Two out of four newly created measures in this exploratory dissertation provided partial support for weak transfer of learning in FASD. This was observed on the modified Tower of Hanoi, which shared an identical structure between conditions but differed in surface appearance. Parental ratings also indicated weak transfer of learning, although in children with FASD, these reports did not correlate with transfer abilities on the Tower of Hanoi. Children with FASD also demonstrated weak executive functioning, but this weakness was moderated significantly by intelligence. The relationship between transfer of learning and executive functioning appeared to be driven primarily by cognitive flexibility, although this relationship also was moderated by intelligence.

Indexing (document details)

School: University of Victoria (Canada)
School Location: Canada
Keyword(s): Transfer of learning, Children, Fetal alcohol spectrum disorder
Source: DAI-B 68/06, Dec 2007
Source type: Dissertation
Subjects: Psychotherapy
Publication Number: AAT NR28286
ISBN: 9780494282861
Document URL: <http://proquest.umi.com/pqdweb?did=1379574741&Fmt=2&clientId=2256&RQT=309&VName=PQD>
ProQuest document ID: 1379574741

Document 29 of 36

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[A comparison of the WISC-IV and COMIT results and the influence of intelligence, age, and gender on the COMIT performance scores](#)

Bailey, Craig O.. Proquest Dissertations And Theses 2006. Section 1351, Part 0632 81 pages; [Ph.D. dissertation].United States -- Minnesota: Capella University; 2006. Publication Number: AAT 3199316.

Abstract (Summary)

This study was conducted in order to examine the influence of intelligence, age, and gender on the results of the Computer Optimized Multimedia Intelligence Test (COMIT). Fifty-six specific learning-disabled students, grade levels 1-12, were selected within a small school district in Eastern Washington. A three-way factorial analysis of variance (ANOVA) and a multivariate analysis of variance (MANOVA) were conducted in order to examine and compare the influential effects of intelligence, age and gender on the COMIT results. An alpha level of .05 was utilized to differentiate between two levels of observed criteria for each independent variable. While a main effect was noted under intelligence level, no other main or interactional effects were noted on the COMIT composite results.

Indexing (document details)

Advisor: Flynn, John

School: Capella University

School Location: United States -- Minnesota

Keyword(s): WISC-IV, Intelligence, Age, Gender, Computer Optimized Multimedia Intelligence Test

Source: DAI-A 66/11, May 2006

Source type: Dissertation

Subjects: Psychological tests, Educational evaluation, Cognitive therapy

Publication Number: AAT 3199316

ISBN: 9780542435973

Document URL: <http://proquest.umi.com/pqdweb?did=1031061921&Fmt=2&clientId=2256&RQT=309&VName=PQD>

ProQuest document ID: 1031061921

Document 30 of 36

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Comparison of the Kaufman Brief Intelligence Test (K-BIT) and the Wechsler scale for children (WISC-IV) with referred students

York, Jennifer. Proquest Dissertations And Theses 2006. Section 0817, Part 0622 16 pages; [Ed.S. dissertation].United States -- West Virginia: Marshall University; 2006. Publication Number: AAT 1434510.

Abstract (Summary)

This study examined the concurrent validity of the Kaufman Brief Intelligence Test (K-BIT; Kaufman & Kaufman, 1990) with the Wechsler Intelligence Scale for Children - Fourth Edition (WISC-IV; Wechsler, 2003a) using a sample of 33 students who were attending both rural and urban school districts. The K-BIT Composite IQ correlated highly with the WISC-IV Full Scale IQ ($r = .74$). Although the screening instrument, the K-BIT IQ composite and the comprehensive instrument, the WISC-IV FSIQ were highly correlated, these two tests did not yield similar scores when administered to the same student. The K-BIT provided a significantly higher score (9 points) than the WISC-IV FSIQ. Results of this study minimal support for the K-BIT as a screening instrument when the WISC-IV is the follow-up or comprehensive measure of intelligence.

Indexing (document details)

Advisor: Krieg, Fred Jay
School: Marshall University
School Location: United States -- West Virginia
Source: MAI 44/05, p. 2458, Oct 2006
Source type: Dissertation
Subjects: Psychotherapy, Cognitive therapy, Psychological tests
Publication Number: AAT 1434510
ISBN: 9780542663826
Document URL: <http://proquest.umi.com/pqdweb?did=1150820931&Fmt=2&clientId=2256&RQT=309&VName=PQD>
ProQuest document ID: 1150820931

Document 31 of 36

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< 1900 ) year += 1900; var dateStr=month_names[month] + " " + date + "," + " " + year; document.write(dateStr);}function
writeMonth(idmonth){ var id=Number(idmonth)-1; if(id >= 0) document.write(" " + month_names[id]); }function
ParseYear(yearStr){ document.write(yearStr.substr(0,4));}function getDateAbbr(){var today=new Date(); var month =
today.getMonth(); var date= today.getDate(); var year = today.getYear(); // Netscape browser returns the year from 1900 while
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dateStr=date + " " + month_names[month] + " " + year; document.write(dateStr);} // -->
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Correlations between the WISC-IV, SB: V, and the WJ-III Tests of achievement. Which has a better relationship with reading achievement?

Campbell, Krystal. Proquest Dissertations And Theses 2006. Section 0817, Part 0288 17 pages; [Ed.S. dissertation].United States -- West Virginia: Marshall University; 2006. Publication Number: AAT 1434477.

Abstract (Summary)

The relationship between the WISC-IV and the SB: V to three reading subtests on the WJ-III Tests of Achievement was used to determine which intelligence test correlates better with achievement using 22 students. Results yielded insignificant values when assessing significant relationships, comparing two correlated correlations, and significance between means. This

concludes that both intelligence tests measure reading similarly and does not result in whether or not one should be preferred over the other. Future implications to further validate these results would include a larger and more generalized population.

Indexing (document details)

Advisor: Krieg, Fred Jay
School: Marshall University
School Location: United States -- West Virginia
Source: MAI 44/05, p. 2085, Oct 2006
Source type: Dissertation
Subjects: Educational evaluation, Psychotherapy
Publication Number: AAT 1434477
ISBN: 9780542662782
Document URL: <http://proquest.umi.com/pqdweb?did=1147179221&Fmt=2&clientId=2256&RQT=309&VName=PQD>
ProQuest document ID: 1147179221

Document 32 of 36

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< 1900 ) year += 1900; var dateStr=month_names[month] + " " + date + "," + " " + year; document.write(dateStr);}function
writeMonth(idmonth){ var id=Number(idmonth)-1; if(id >= 0) document.write(" " + month_names[id]); }function
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dateStr=date + " " + month_names[month] + " " + year; document.write(dateStr);}// -->
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Is the GAI a good short form of the WISC-IV?

Scott, Kimberly A.. Proquest Dissertations And Theses 2006. Section 0817, Part 0633 16 pages; [Ed.S. dissertation].United States -- West Virginia: Marshall University; 2006. Publication Number: AAT 1434505.

Abstract (Summary)

A comparison was done between the standard scores of the GAI and the FSIQ of the WISC-IV using 31 subjects. The mean difference between the GAI/FSIQ standard score is 3.74. *T tests of significance* show that there is not a significant difference between the scores of the GAI and the Full Scale IQ. The *Pearson r correlation* (.963 @ .01 level) suggests there is a strong positive correlation between the GAI and the Full Scale IQ. In summary, the GAI is a good predictor of the FSIQ of the WISC-IV. More data is required to determine if a statistical difference between GAI and FSIQ scores exist with a bigger sample size.

Indexing (document details)

Advisor: Prewett, Pete
School: Marshall University
School Location: United States -- West Virginia
Source: MAI 44/05, Oct 2006
Source type: Dissertation
Subjects: Cognitive therapy

Publication Number: AAT 1434505
ISBN: 9780542663741
Document URL: <http://proquest.umi.com/pqdweb?did=1136095211&Fmt=2&clientId=2256&RQT=309&VName=PQD>
ProQuest document ID: 1136095211

Document 33 of 36

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< 1900 ) year += 1900; var dateStr=month_names[month] + " " + date + "," + " " + year; document.write(dateStr);}function  
writeMonth(idmonth){ var id=Number(idmonth)-1; if(id >= 0) document.write(" " + month_names[id]); }function  
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Social Stories: Mechanisms of effectiveness in increasing social skills, social skill comprehension, generalization and maintenance of newly acquired skills in school-aged children diagnosed with autism

Quirmbach, Linda Melissa. Proquest Dissertations And Theses 2006. Section 1389, Part 0620 260 pages; [Ph.D. dissertation].United States -- California: Alliant International University, San Diego; 2006. Publication Number: AAT 3227685.

Abstract (Summary)

Social stories were generated to teach individuals with autism social information. Social stories offer guidelines for how one should behave in a particular situation, and prime the reader to identify a specific context when the prescribed behaviors should be implemented. This study replicated a social story intervention constructed by Feinberg (2001) which was administered to a group of children diagnosed with autism in order to improve social skills during game-play. The story targeted improvements in (1) greeting behaviors, (2) requesting to play a game, (3) asking another person what they want to play, and (4) accepting another's choice of game, as well as game play skills operationally defined by Andrews (2004), including (5) turn taking, (6) enjoyment in game play and (7) continued desire for game play. A total of 45 children diagnosed with ASD between the ages of 7 and 14 years were randomly assigned to standard, directive, or control story conditions. The standard story included directive, perspective and descriptive sentences, while the directive story included solely directive sentences. The control story was a social story unrelated to game play. Participants rotated between play sessions in a "Play Room" and reading the story in a "Reading Room" a total of five times on each of two interventions days, spread one week apart. Results demonstrated that the intervention worked only for children who had prior game play experience and Verbal Comprehension (VCI) scores from the WISC-IV intelligence test in the Borderline range or above. Results also demonstrated that the "standard" format was equally as effective as a novel "directive" story format in improving game play skills. In addition, this study demonstrated that, relative to controls, treated participants (a) generalized their newly acquired play skills with different games, and (b) maintained their play skills over time.

Indexing (document details)

Advisor: Lincoln, Alan
School: Alliant International University, San Diego
School Location: United States -- California
Keyword(s): Play skills, Developmental delay, Social Stories, School-aged, Autism
Source: DAI-B 67/07, p. 4137, Jan 2007
Source type: Dissertation
Subjects: Developmental psychology, Behavioral sciences, Social psychology
Publication Number: AAT 3227685

ISBN: 9780542804618

Document URL: <http://proquest.umi.com/pqdweb?did=1212794691&Fmt=2&clientId=2256&RQT=309&VName=PQD>

ProQuest document ID: 1212794691

Document 34 of 36

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< 1900 ) year += 1900; var dateStr=month_names[month] + " " + date + ", " + " " + year; document.write(dateStr);}function
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The Test of Auditory Processing Skills-Third Edition (TAPS-3): Validity analyses and reconceptualization based on the Cattell-Horn-Carroll model of cognitive abilities

Edwards, Kellie Murphy. Proquest Dissertations And Theses 2006. Section 0012, Part 0622 84 pages; [Ph.D. dissertation].United States -- Alabama: Auburn University; 2006. Publication Number: AAT 3245465.

Abstract (Summary)

The purpose of the present study was to examine relationships between subtests from a recently revised measure of auditory processing, The Test of Auditory Processing Skills-Third Edition (TAPS-3) (Martin & Brownell, 2005) and subtests from other commonly used measures of cognitive and academic skills, the Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV) (Wechsler, 2003), Wechsler Individual Achievement Test-Second Edition (WIAT-II) (Wechsler, 2001), and Test of Visual Perceptual Skills-Revised and Upper Level-Revised (TVPS-R, TVPS-UL-R) (Gardener, 1996, 1997). Using the Cattell-Horn-Carroll (CHC) model of cognitive abilities as a theoretical guide and the multitrait-multimethod matrix methodology of Campbell and Fiske (1959), hypotheses were generated about these relationships. Data for this study came from 40 psychoeducational evaluations of children referred due to academic difficulties. Results revealed significant relationships between TAPS-3 subtests and the CHC abilities of Auditory Processing (G_a), Short-Term Memory (G_{sm}), and Crystallized Intelligence (G_c), as measured by subtests of the WISC-IV and WIAT-II, providing some evidence of convergent validity of the TAPS-3. Discriminant validity was also demonstrated with measures of Visual Processing (G_v), Quantitative Knowledge (G_q), and to lesser degrees, Fluid Intelligence (G_f) and Processing Speed (G_s). Findings suggest that the TAPS-3 measures multiple cognitive abilities and may not be a pure measure of auditory processing.

Indexing (document details)

Advisor: Shapiro, Steven K.

School: Auburn University

School Location: United States -- Alabama

Keyword(s): Test of Auditory Processing Skills-Third Edition, Cattell-Horn-Carroll model, Cognitive abilities, Auditory processing

Source: DAI-B 67/12, Jun 2007

Source type: Dissertation

Subjects: Psychotherapy, Psychological tests

Publication Number: AAT 3245465

Document URL: <http://proquest.umi.com/pqdweb?did=1240706451&Fmt=2&clientId=2256&RQT=309&VName=PQD>

ProQuest document ID: 1240706451

Document 35 of 36

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< 1900 ) year += 1900; var dateStr=month_names[month] + " " + date + "," + " " + year; document.write(dateStr);}function
writeMonth(idmonth){ var id=Number(idmonth)-1; if(id >= 0) document.write(" " + month_names[id]); }function
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The identification of gifted students with spatial strengths: An exploratory study

Mann, Rebecca Lyn. Proquest Dissertations And Theses 2005. Section 0056, Part 0529 84 pages; [Ph.D. dissertation].United States -- Connecticut: The University of Connecticut; 2005. Publication Number: AAT 3180228.

Abstract (Summary)

Gifted students with spatial strengths are often overlooked and underserved in American schools. These students have areas of remarkable talent but often have verbal learning difficulties that prevent them from being identified for gifted services as traditional assessments emphasize verbal and quantitative skills, not nonverbal expertise. The dwindling number of American students pursuing higher level degrees in mathematics and science, natural strength areas for students with spatial skills, emphasizes the reasons educators need to identify and encourage these students at an early age.

This exploratory correlational research investigated the practicality and effectiveness of identification tools intended to locate elementary children with spatial strengths. *My Thinking Style (MTS)*, a self-report survey instrument, was developed for this research. The results of the survey, determined through one-on-one interviews with fourth grade students, were compared to performance on the *Naglieri Nonverbal Ability Test (NNAT)* and the block design subtest of the *Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV)*.

Performance on a measure of nonverbal ability, the *NNAT*, was not related to visual-spatial ability as measured by the block design subtest of the *WISC-IV*. Performance on the block design subtest was statistically significantly related to learning style preference as indicated on *MTS*. There was not a significant relationship between the *MTS* and the *NNAT*. The block design subtest of the *WISC-IV* has been shown to identify students with spatial strengths. The *Naglieri Nonverbal Ability Test* may not be effective in identifying children with spatial strengths, while the self-report instrument, *My Thinking Style* has potential to do so. The block design must be administered individually to students by a licensed professional, while *MTS* has the potential for quick and simple administration by any educator.

Indexing (document details)

Advisor:	Siegle, Del
School:	The University of Connecticut
School Location:	United States -- Connecticut
Keyword(s):	Gifted, Spatial strengths
Source:	DAI-A 66/06, p. 2170, Dec 2005
Source type:	Dissertation
Subjects:	Special education, Educational evaluation
Publication Number:	AAT 3180228
ISBN:	9780542206566
Document URL:	http://proquest.umi.com/pqdweb?did=932379061&Fmt=2&clientId=2256&RQT=309&VName=PQD
ProQuest document ID:	932379061

Document 36 of 36

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< 1900 ) year += 1900; var dateStr=month_names[month] + " " + date + "," + " " + year; document.write(dateStr);}function
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Validity of WISC-IV and CTONI: Interpretation of IQ scores for students classified educable mentally disabled

Launey, Kathryn. Proquest Dissertations And Theses 2005. Section 0543, Part 0632 118 pages; [Ph.D. dissertation].United States -- Minnesota: Walden University; 2005. Publication Number: AAT 3169043.

Abstract (Summary)

This quantitative study examined the concurrent and construct validity of the Comprehensive Test of Nonverbal Intelligence (CTONI) and the Wechsler Intelligence Scale for Children, Fourth Edition (WISC-IV). Forty students previously classified as educable mentally disabled (EMD) comprised the sample. WISC-IV Full Scale and CTONI Nonverbal IQ scores were compared with each other and the previously administered WISC-III, using correlations and dependent *t* tests. Practical validity was established by determined the percentage of previous eligibility decisions that were confirmed by the WISC-IV and the CTONI. Because the WISC-III and WISC-IV were not significantly different and correlated at .91 when adjusted for restricted range, the validity of the WISC-IV was established for use in eligibility decisions of students classified EMD in the target county. Similar validity for the CTONI was not established. Concerns were raised regarding adequacy of the nonverbal instrument's floor, especially in the area of analogical reasoning. Performance on the categorical subtests by the sample suggested a possible area of relative strength. The study should be replicated with larger samples across a wider geographical region in order to generalize the findings. Similar studies were called for using other nonverbal measures of intelligence or representing students with other disabilities. Revision of the CTONI was recommended to extend the floor downward.

Indexing (document details)

Advisor: Carroll, James L.
School: Walden University
School Location: United States -- Minnesota
Keyword(s): Comprehensive Test of Nonverbal Intelligence, Wechsler Intelligence Scale for Children, Fourth Edition, IQ, Educable mentally disabled
Source: DAI-B 66/03, p. 1780, Sep 2005
Source type: Dissertation
Subjects: Psychological tests, Educational evaluation, Special education
Publication Number: AAT 3169043
ISBN: 9780542050596
Document URL: <http://proquest.umi.com/pqdweb?did=888854331&Fmt=2&clientId=2256&RQT=309&VName=PQD>
ProQuest document ID: 888854331



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