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Contemporary Intellectual Assessment, Third Edition

Theories, Tests, and Issues

Edited by **Dawn P. Flanagan, PhD**, Department of Psychology, St. John's University; and **Patti L. Harrison, PhD**, Department of Educational Studies in Psychology, Research Methodology, and Counseling, University of Alabama

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CRITICAL ACCLAIM

"This is the most comprehensive, authoritative, and up-to-date text on intellectual assessment available. It covers current theories of intelligence, methods of intelligence testing, and their applications to special populations. The chapters are all written by leading scholars and combine clear research summaries with practical advice, making this a valuable book for graduate students and professionals interested in both research and practice."—Paul J. Frick, PhD, University Distinguished Professor and Chair, Department of Psychology, University of New Orleans

"A single source for essential, detailed information on the past, present, and future of intellectual and cognitive assessment practices. The table of contents provides an objective sweep of all major theories, tests, and evaluation procedures at a glance; the expertise of the chapter authors results in a work that is consistently outstanding. The third edition reflects the latest efforts in clinical inquiry that explore cognitive abilities and processes as they relate to the real world. It emphasizes cross-cultural issues in assessment and incorporates new approaches and instruments related to learning and developmental problems. This is an essential text for graduate-level assessment courses."

—Elaine Fletcher-Janzen, EdD, Department of School Psychology, Chicago School of Professional Psychology

"This updated volume is a valuable addition to the field of intellectual and psychological assessment. The editors have assembled the leaders in the field to present the most up-to-date information available. Many of the chapters are written by the test authors and theory creators themselves; readers will benefit from the firsthand approach to test and theory interpretation. The book is written in a way that will appeal to both

experienced practitioners and graduate students just starting out in the field."—Andrew S. Davis, PhD, Department of Educational Psychology, Ball State University

"A superb theoretical and clinical overview....The standards of theoretical and methodological rigor, comprehensive topical coverage, balanced and objective critical analysis, life span cognitive evaluation, and advocacy for special populations...are beautifully balanced. One could not ask for more from a review and critical evaluation of this extensive, rich, and complex literature."—*PsycCRITIQUES*

"Should be required reading in all intelligence testing courses and by anyone involved in the assessment of human and cognitive abilities."—*Psychotherapy in Private Practice*

DESCRIPTION

In one volume, this authoritative reference presents a current, comprehensive overview of intellectual and cognitive assessment, with a focus on practical applications. Leaders in the field describe major theories of intelligence and provide the knowledge needed to use the latest measures of cognitive abilities with individuals of all ages, from toddlers to adults. Evidence-based approaches to test interpretation, and their relevance for intervention, are described. The book addresses critical issues in assessing particular populations—including culturally and linguistically diverse students, gifted students, and those with learning difficulties and disabilities—in today's educational settings.

New to This Edition

*Incorporates major research advances and legislative and policy changes.

*Covers recent test revisions plus additional tests: the NEPSY-II and the WNV.

*Expanded coverage of specific populations: chapters on autism spectrum disorders, attention-deficit/hyperactivity disorder, sensory and physical disabilities and traumatic brain injury, and intellectual disabilities.

*Chapters on neuropsychological approaches, assessment of executive functions, and multi-tiered service delivery models in schools.

KEY POINTS

> An authoritative reference, revised and expanded: features 11 new chapters.

> Comprehensive and current: covers all major tests and how they relate to educational services and policy.

> Chapters are written by the test developers themselves.

> A successful practitioner handbook and graduate-level text.

AUDIENCE

Practitioners, students, and researchers in school, educational, cognitive, and child clinical psychology.

COURSE USE

Serves as a primary text in graduate-level intellectual/cognitive assessment courses.

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CONTRIBUTORS

Dynda Agnieszka, PsyD, Department of Psychology, St. John's University, Jamaica, New York

Vincent C. Alfonso, PhD, Graduate School of Education, Fordham University, New York, New York

Kristina J. Andren, PsyD, School Psychology Program, University of Southern Maine, Gorham, Maine

Kathleen Armstrong, PhD, Department of Pediatrics, University of South Florida, Tampa, Florida

Erin Avirett, BA, Department of Psychology and Philosophy, Texas Women's University, Denton, Texas

Nayena Blankson, PhD, Department of Psychology, Spelman College, Atlanta, Georgia

Bruce A. Bracken, PhD, School of Education, The College of William and Mary, Williamsburg, Virginia

Jeffery P. Braden, PhD, Department of Psychology, North Carolina State University, Raleigh, North Carolina

Kristina C. Breaux, PhD, The Psychological Corporation, San Antonio, Texas

Rachel Brown-Chidsey, PhD, School Psychology Program, University of Southern Maine, Gorham, Maine

John B. Carroll, PhD, Emeritus Professor of Psychology, University of North Carolina, Chapel Hill, North Carolina

Jie-Qi Chen, PhD, Erikson Institute, Chicago, Illinois

J. P. Das, PhD, Department of Educational Psychology, University of Alberta, Edmonton, Alberta, Canada

John L. Davis, MA, Department of Educational Psychology, Texas A&M University, College Station, Texas

Scott L. Decker, PhD, Department of Psychology, Barnwell College, University of South Carolina, Columbia, South Carolina

Melissa DeVries, PhD, Neurology, Learning, and Behavior Center, Salt Lake City, Utah

Felicia A. Dixon, PhD, Department of Educational Psychology, Ball State University, Muncie, Indiana

Shauna G. Dixon, MS, Graduate School of Education, Harvard University, Cambridge, Massachusetts

Lisa Whipple Drozdick, PhD, The Psychological Corporation, San Antonio, Texas

Agnieszka M. Dynda, PsyD, Department of Psychology, St. John's University, Jamaica, New York

Colin D. Elliot, PhD, The Gervitz School of Education, University of California, Santa Barbara, California

Julia A. Englund, BA, Department of Psychology, University of South Carolina, Columbia, South Carolina

Catherine A. Fiorello, PhD, NCSP, School Psychology Program and Department of Psychological Studies in

Education, College of Education, Temple University, Philadelphia, Philadelphia

Dawn P. Flanagan, PhD, Department of Psychology, St. John's University, Jamaica, New York

Randy G. Floyd, PhD, Department of Psychology, University of Memphis, Memphis, Tennessee

Laurie Ford, PhD, Department of Educational and Counseling Psychology, University of British Columbia, Vancouver, British Columbia, Canada

Howard Gardner, PhD, Graduate School of Education, Harvard University, Cambridge, Massachusetts

Sam Goldstein, PhD, Neurology, Learning, and Behavior Center, Salt Lake City, Utah

James B. Hale, PhD, School Psychology Program, Philadelphia College of Osteopathic Medicine, Philadelphia, Philadelphia

Jason Hangauer, EdS, Department of Pediatrics, University of South Florida, Tampa, Florida

Julie N. Henzel, PsyD, The Nisonger Center, Ohio State University, Columbus, Ohio

John L. Horn, PhD (deceased), Department of Psychology, University of Southern California, Los Angeles, California

Randy W. Kamphaus, PhD, College of Education, Georgia State University, Atlanta, Georgia

Alan S. Kaufman, PhD, Child Study Center, Yale University, New Haven, Connecticut

James C. Kaufman, PhD, Department of Psychology, California State University, San Bernardino, California

Nadeen L. Kaufman, PhD, Child Study Center, Yale University, New Haven, Connecticut

Timothy Z. Keith, PhD, Department of Educational Psychology, University of Texas at Austin, Austin, Texas

Sangwon Kim, PhD, Graduate School of Education, Fordham University, New York, New York

Laura Grofer Klinger, PhD, Department of Psychology, University of Alabama, Tuscaloosa, Alabama

Michelle L. Kozey, MA, Department of Educational and Counseling Psychology, University of British Columbia, Vancouver, British Columbia, Canada

John H. Kranzler, PhD, Special Education Program, College of Education, University of Florida, Gainesville, Florida

Elizabeth O. Lichtenberger, PhD, private practice, Carlsbad, California

Denise E. Maricle, PhD, Department of Psychology and Philosophy, Texas Women's University, Denton, Texas

Jennifer T. Mascolo, PsyD, Department of Psychology, St. John's University, Jamaica, New York

Nancy Mather, PhD, Department of Disability and Psychoeducational Studies, College of Education, University of Arizona, Tucson, Arizona

Robb N. Matthews, MA, Department of Educational Psychology, Texas A&M University, College Station, Texas

R. Steve McCallum, PhD, Department of Educational Psychology and Counseling, University of Tennessee, Knoxville, Tennessee

George McCloskey, PhD, Department of Psychology, Philadelphia College of Osteopathic Medicine, Philadelphia, Pennsylvania

Kevin S. McGrew, PhD, Institute for Applied Psychometrics, St. Cloud, Minnesota

David E. McIntosh, PhD, Department of Educational Psychology, Ball State University, Muncie, Indiana

Daniel C. Miller, PhD, Department of Psychology and Philosophy, Texas Women's University, Denton, Texas
Ryan Murphy, EdS, Department of School Psychology, Philadelphia College of Osteopathic Medicine, Philadelphia, Pennsylvania
Joanna L. Mussey, MA, Department of Psychology, University of Alabama, Tuscaloosa, Alabama
Joshua Nadeau, MS, Department of Pediatrics, University of South Florida, Tampa, Florida
Jack A. Naglieri, PhD, ABAP, Department of Psychology, George Mason University, Fairfax, Virginia
Juliana Negreiros, MA, Department of Educational and Counseling Psychology, University of British Columbia, Vancouver, British Columbia, Canada
Bradley C. Niebling, PhD, Midwest Instructional Leadership Council, Urbandale, Iowa
Salvador Hector Ochoa, PhD, Department of Educational Psychology, University of Texas–Pan American, Edinburg, Texas
Sarah E. O'Kelly, PhD, Department of Psychiatry and Behavioral Neurobiology, University of Alabama, Tuscaloosa, Alabama
Samuel O. Ortiz, PhD, Department of Psychology, St. John's University, Jamaica, New York
Tulio M. Otero, PhD, School Psychology Program, Chicago School of Professional Psychology, Chicago, Illinois
Eric E. Pierson, PhD, NCSP, HSPP, Department of Educational Psychology, Ball State University, Muncie, Indiana
Mark Pomplun, PhD, Riverside Publishing, Itasca, Illinois
Tara C. Raines, PsyS, Gwinnett County Public Schools, Gwinnett County, Georgia
Cecil R. Reynolds, PhD, Department of Educational Psychology, Texas A&M University, College Station, Texas
Matthew R. Reynolds, PhD, Department of Psychology and Research in Education, University of Kansas, Lawrence, Kansas
Cynthia A. Riccio, PhD, Department of Educational Psychology, Texas A&M University, College Station, Texas
Alycia M. Roberts, BA, Department of Psychology, University of South Carolina, Columbia, South Carolina
Jane Rogers, PsyD, Department of Psychology, Philadelphia College of Osteopathic Medicine, Philadelphia, Pennsylvania
Gale H. Roid, PhD, Department of Institutional Research, Warner Pacific College, Portland, Oregon
Ellen W. Rowe, PhD, Center for Psychological Services, George Mason University, Fairfax, Virginia
Andrea N. Schneider, BA, Department of Psychology, University of Victoria, Victoria, British Columbia, Canada
W. Joel Schneider, PhD, Department of Psychology, Illinois State University, Normal, Illinois
Fredrick A. Schrank, PhD, Woodcock–Munoz Foundation, Olympia, Washington
Jennie Kaufman Singer, PhD, College of Health and Human Services, Sacramento State University, Sacramento, California
Marlene Sotelo-Dynega, PhD, Department of Psychology, St. John's University, Jamaica, New York
Robert J. Sternberg, PhD, Provost, Oklahoma State University, Stillwater, Oklahoma

Dustin Wahlstrom, PhD, The Psychological Corporation, San Antonio, Texas
John D. Wasserman, PhD, Department of Psychology, George Mason University, Fairfax, Virginia
Lawrence G. Weiss, PhD, The Psychological Corporation, San Antonio, Texas
Barbara J. Wendling, MA, Consulting Services, Dallas, Texas
James Whitaker, PsyD, Department of Psychology, Philadelphia College of Osteopathic Medicine, Philadelphia, Pennsylvania
Gabrielle Wilcox, PsyD, Department of School Psychology, Philadelphia College of Osteopathic Medicine, Philadelphia, Pennsylvania
Anne Pierce Winsor, PhD, Department of Educational Psychology, University of Georgia, Athens, Georgia
Kirby L. Wycoff, EdM, NCSP, Graduate School of Applied and Professional Psychology, Rutgers, The State University of New Jersey, Piscataway, New Jersey
Megan Yim, BA, Department of Psychology, Victoria Island University, Victoria, British Columbia, Canada
Jianjun Zhu, PhD, The Psychological Corporation, San Antonio, Texas

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