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

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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