

Kevin S. McGrew, Ph.D.

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CURRENT POSITIONS

Director: The Institute for Applied Psychometrics (IAP). IAP_{llc} is a private research organization, founded by Kevin McGrew in 1998, devoted to the application of educational, psychological, measurement and statistical procedures to issues and problems in psychology, education, and human exceptionalities/disabilities. The goal of IAP is to provide a bridge between psychological, measurement, and statistical theory/methods and applied practice in psychology and education. IAP has particular research interests in: (a) theories and measurement of human intelligence, personal competence and adaptive behavior, (b) the application of psychological and educational measurement principles and techniques to the development and interpretation of psychological and educational assessment instruments, (c) the Cattell-Horn-Carroll (CHC) Theory of Cognitive Abilities, (d) narrowing the theory-practice gap in educational and psychological assessment, (e) the influence of non-cognitive (conative) characteristics on learning and human performance, (f) psychological assessment practices in the identification and classification of individuals with intellectual and learning disabilities and other exceptionalities, (g) the application of emerging neurotechnologies to learning and cognitive performance, and (h) psychometric issues related to the identification of individuals with intellectual disabilities in *Atkins* MR/ID death penalty cases. The *practical* application of *psychometrics* to educational, psychological and legal problems is a unique IAP focus. (1998 to present). Additional information can be found at www.themindhub.com

Intelligence Theory and Test Development Consultant. Dharma Bermakna Foundation, Indonesia. Serving as intelligence theory and testing consultant to Dharma Bermakna Foundation and Universitas Gadjah Mada (UGM) for the development of the Indonesian AJT Cognitive Assessment Development Project. Primary duties include (a) conducting training regarding the Cattell-Carroll-Horn (CHC) theory of intelligence with AJT project staff, (b) serving as member of the AJT Cognitive Assessment Quality Assurance Project Team, (c) serving as member of AJT project Independent Review Panel, and (d) introducing "best practices" in psycho-educational assessment to AJT project staff. 2014 (March) to 2017 (July).

Intelligence Theory and Test Development Consultant. Ayrton Senna Institute (Instituto Ayrton Senna), São Paulo, Brazil. Serving as international consultant to large group assessment project: Twenty-first century cognitive SKILLS: measures of reasoning, knowledge and creativity in large-scale assessment systems.

Visiting Lecturer: University of Minnesota, Educational Psychology. A guest lecturer and doctoral student advisor in the School Psychology graduate program. Measurement consultant to various federal grants operated by the National Center of Educational Outcomes (NCEO) and Institute on Community Integration (ICI). Currently providing statistical and measurement consultation to the National Center on Educational Outcomes (NCEO) and the National Accessible Reading Assessment Projects (NARAP). (Sept. 2000 to present).

Research Director: The Woodcock—Muñoz Foundation (WMF). Responsible for directing all internal and external research projects for WMF, a private, non-profit operating foundation that supports the advancement of contemporary cognitive assessment. The WMF engages in programs of instructional support to professional preparation programs, research concerning the abilities of individuals with diagnosed exceptionalities, and closely-related educational and research projects. (Spring 2005 to spring, 2015).

Associate Director: Measurement Learning Consultants (MLC). Provide statistical and measurement expertise assistance, as well as co-author test development duties (*Woodcock—Johnson Battery III*) related to development of applied psycho-educational assessment instruments produced by Dr. Richard Woodcock's private research test development corporation (MLC). (April, 2008 to spring, 2015).

Director of Science and Research: Interactive Metronome. External (non-staff) consultant position to Interactive Metronome, a neurotechnology company providing rehabilitation interventions for a variety of clinical neurological disorders.

EDUCATION

University of Minnesota: Ph.D. - *Educational Psychology* (1989)

Moorhead State University: BA (cum laude) - *Psychology* (1974); MS.Ed. - *School Psychology* (1975)

UNIVERSITY EXPERIENCE

University of Minnesota: Visiting Professor in Department of Educational Psychology, School Psychology program (Sept. 2000 to present). Affiliate Member of University of Minnesota Graduate School (Dec. 2008 to present)

St. Cloud State University: St. Cloud, MN. Professor in Department of Applied Psychology. Primarily taught educational psychology courses (Sept. 1990 to 2000).

PROFESSIONAL EXPERIENCES (*select list*)

Test Development/Validation Expert: Invited participant /consultant for Workshop on Measuring Critical Analytic Thinking skills for Intelligence Analysts, Office of the Director of National Intelligence (ODNI), MITRE Corporation, McLean, Va. (December 5-5, 2012).

Measurement Consultant/Expert Witness: Have served as consulting expert, via declarations or testimony, to the courts regarding the measurement of intelligence and psychometric issues relevant to intellectual assessment in *Atkins* (*Atkins v Virginia*, 2001) death penalty cases (capital punishment cases involving individuals with intellectual disabilities). (2009-current).

Measurement Consultant: Completed all measurement and statistical work for the Children's Psychological Processing Scale. (2010-2011).

Intelligence Theory and Test Development Consultant. Served as primary theory and psychometric consultant to Psychological Assessments Australia on the adaptation and national norming of the Woodcock-Johnson Battery III in Australia (2007-2008).

Measurement Consultant: Full-time measurement and statistical consultant to Dr. Richard Woodcock (Measurement Learning Consultants) and Riverside Publishing on the revision/renorming of the Woodcock-Johnson Psycho-Educational Battery-III (WJ-III). (1996-2000; while on four year leave from SCSU).

Professor: Department of Applied Psychology, St. Cloud State University, St. Cloud, MN (1990 to 2000). Primary duties included teaching educational psychology courses. Through a cooperative agreement with the University of Minnesota, 33%-66% release time devoted to serving as a Senior Researcher and Management team member with the National Center on Educational Outcomes (NCEO) and a Research Associate with the Institute on Community Integration from 1990 to 1996.

School Psychologist/Research Associate: 25% School Psychologist with St. Cloud Community Schools (ISD 742). 75% shared research/grant development position with St. Cloud Community Schools, University of Minnesota's Institute on Community Integration, and University of Minnesota's University Affiliated Program (1987 to 1990).

Research Fellow/Assistant: University of Minnesota, Minneapolis, MN (1985 to 1987).

School Psychologist/Child Study Coordinator: St. Cloud Community Schools (ISD 742), St. Cloud, MN. (1977 to 1985). On leave of absence from 1985 to 1987.

School Psychologist: Area Education Agency 12, Onawa Service Center, Onawa, Iowa (1975 to 1977).

PROFESSIONAL AFFILIATIONS/JOURNAL BOARDS

Professional Affiliations

American Association on Intellectual and Developmental Disabilities (AAIDD)

- AAIDD Death Penalty Task Force (member)

American Psychological Association (APA)

- Division 5: Division for Quantitative and Qualitative Methods (member)
- Division 16: School Psychology (member)
 - Committee on Professional and Corporate Sponsorship of School Psychology (CPCSSP) (member):
apadivision16.org/committee-on-professional-and-corporate-sponsorship-of-school-psychology/
- Division 33: Intellectual and Developmental Disabilities (member)
- Division 41: American Psychology-Law Society (member)

Association for Psychological Science (APS)

National Association of School Psychologists (NASP)

International Society of Intelligence Research (ISIR)

Professional Journal Review and Board Activity

Applied Psychological Measurement: Ad hoc reviewer (July-Aug, 2010).

American Journal on Intellectual and Development Disabilities: Ad hoc reviewer (Dec, 2009)

Baltic Journal of Psychology: Ad hoc reviewer (Sept, 2009)

Intelligence: Ad hoc reviewer (February, 2009 to present)

Intellectual and Developmental Disabilities: Ad hoc reviewer (September, 2016)

Journal of Psychoeducational Assessment: Editorial advisory board member (January, 1985 to 1998; Spring 2010 to current)

Journal of Psychopathology and Behavioral Assessment: Ad hoc reviewer (June, 2016)

Learning and Individual Differences: Ad hoc reviewer (January-March, 2015)

Psychology in the Schools: Co-guest editor, special issue on the Cattell-Horn-Carroll (CHC) theory and intellectual assessment (2008-2009)

School Psychology Quarterly: Ad hoc reviewer (January, 1996 to 2004)

School Psychology Review: Editorial advisory board member (January, 1988 to June, 1990); Ad hoc reviewer (January, 1996 to 2004).

ADVISORY BOARDS/SPECIAL CONSULTATIONS *(select list)*

Member of AAIDD MR/ID Atkins Death Penalty Task Force. (2010 to current).

Measurement consultant to University of Minnesota, Institute on Community Integration, federally funded National Longitudinal Transition Study (NLTS 2012).

Expert consultant or witness for nine state and federal circuit court cases regarding psychometric issues in the identification of individuals with mental retardation/intellectual disabilities related to federal Atkins MR/ID death penalty habeas corpus cases. (2009 to present)

Measurement and research consultant with the National Center on Educational Outcomes (NCEO), University of Minnesota (2002 to present).

Test Development Expert consultant for National Accessible Reading Assessment Project (NARAP), University of Minnesota (U of M/IAP subcontract; Fall 2004 to 2010).

Independent reviewer of pre-publication draft of Mental retardation: Determining eligibility for social security benefits. National Academy of Science, National Research Council (2002).

Consultant to Riverside Publishing on the revision plans for the Standard-Binet Intelligence Scale (5th Edition) (1996 to 2000).

Consultant to the Psychological Corporation for special analyses of the Comprehensive Behavior Rating Scale for Children norm data (1988-1989).

Consultant to CTB/McGraw-Hill for the Tests of Cognitive Skills (2nd Edition). Content review of items (1989).

Consultant to Dr. Richard Woodcock (Measurement Learning Consultants) and Developmental Learning Materials (DLM) on the revision of the Woodcock-Johnson Psycho-Educational Battery (WJ-R, 1989). Calculated the norms, performed the majority of the statistical analyses, and coauthored the WJ-R technical manual. (1986-1991).

Consultant to Dr. Richard Woodcock, (Measurement Learning Consultants) for select data analyses for the Woodcock Language Proficiency Batteries (October 1983 to September 1984) and the Woodcock Reading Mastery Test-Revised (Summer, 1986).

Measurement and research consultant to the Woodcock-Munoz Foundation regarding grant proposals and measurement work on the International Editions of the Woodcock-Johnson assessment instruments (2002 to 2004).

Advisory Committee Member for the National Center on Student Progress Monitoring (NCSPM), American Institutes for Research (AIR). April, 2004 to November 2008.

Invited participant and presenter at U. S. Department of Education, Office of Special Education Programs (OSEP) meetings on Assessment and Students with Disabilities (January 21, 2003) and Alternative Assessments and Alternate Achievement Standards, Washington, DC (July 24, 2003).

Measurement consultant to Stanford Research Institute (SRI) for the U. S. Department of Education, Office of Special Education Programs (OSEP) national Special Education Elementary Longitudinal Study (SEELS) (1999 to 2007). Member of SEELS Direct Assessment Work Group.

Member of the Stanford Research Institute (SRI) Technical Work Group and ongoing consultation for the U. S. Department of Education, Office of Special Education Programs (OSEP) National Longitudinal Transition Study-2 (NLTS2) (1999 to 2003).

Consultant and member of Stanford Research Institute (SRI) Resource Panel on Disability and Special Education for NCES Early Childhood Longitudinal Study (ECLS) (1997).

Consultant to the National Academy of Education (NAE) panel on the evaluation of the National Assessment of Educational Assessment Program (NAEP) Trial State Assessment Project regarding a special study on the exclusion of students with disabilities. March 14, 1994 and May 26, 1995, Washington, D.C.

Educational research and measurement consultant to Interactive Metronome (IM), a privately held neurotechnology company. IM is a proprietary based neurotechnology developed to help children with learning and developmental disorders as well as to treat adult neuro rehabilitation patients. Served as external consultant from 2004 to 2007. Became a member of the IM Scientific Advisory Board in 2007 (to present).

Evaluation consultant to Sherburne and Northern Wright Special Education Cooperative. Program evaluator for three-year project to evaluate the effectiveness of special education services (1994 to 1997).

Measurement consultant to Rum River Special Education Cooperative (MN) for two-year federally sponsored study to develop reading and writing norms for the Minnesota Braille Skills Inventory (MBSI) (1995 - 1997).

Measurement consultant to the Rum River Special Education Cooperative for the analysis of the Braille Assessment Inventory (BAI) (1994).

Consultant to numerous school systems, special education cooperatives/units, and state and national organizations/agencies. Have provided national and international workshops on special education assessment and decision-making practices and program evaluation.

AWARDS/RECOGNITIONS

Distinguished Alumni Award. Minnesota State University—Moorhead, Psychology Department, September 17, 2010. First award presented by the MSUM Psychology department.

Outstanding Faculty Award. St. Cloud State University, May, 1991.

Lifetime Achievement Award (2014-2015). Minnesota Association of School Psychologists (MSPA).

Lifetime Achievement Award (2015). KIDS, Inc. – School neuropsychology training and resources.

Recognition as “top contributor” to school psychology literature (1987-1995). Ranked as the 17th top contributor to all school psychology literature from 1987-1995. Tied for 2nd place for assessment-related articles. [Little, S. (1997). Graduation education of the top contributors to the school psychology literature. 1987-1995. School Psychology International, 18, 15-27.]

PROFESSIONAL BLOGS AND WEB PAGES

The MindHub™ – www.themindhub.com

The Institute for Applied Psychometrics (IAP) – www.iapsych.com

Intelligent Insights on Intelligence Theories and Tests (aka IQ's Corner) – www.iqscorner.com

Intellectual Competence and the Death Penalty (ICDP) – www.iqmrdeathpenalty.blogspot.com/

The Brain Clock – www.ticktockbraintalk.blogspot.com/

SCHOLARLY PRODUCTIVITY SUMMARY

JOURNAL, BOOK AND BOOK CHAPTER PUBLICATIONS (organized by topics)

[Note. * designates peer-reviewed journal article]

Intelligence Testing and Theories

Hartman, R., Sprenger, A., Weeks, J., Kyllonen, Bertling, M., McGrew, K., & Kriz, S. (2017). *General fluid/inductive reasoning battery for a high-ability population*. Manuscript submitted for publication.

*Cormier, D. C., McGrew, K. S., Bulut, O., & Singh, D. (in press). Exploring the relations between Cattell-Horn-Carroll (CHC) cognitive abilities and mathematics achievement. *Applied Cognitive Psychology*.

*Cormier, D. C., McGrew, K. S., Bulut, O. & Funamoto, A. (in press). Revisiting the relationships between broad Cattell-Horn-Carroll (CHC) cognitive abilities and reading achievement during the school-age years. *Journal of Psychoeducational Assessment*. 0734282916659208.

*Cormier, D., C., Bulut, O., McGrew, K. S. & Frison, J. (2016). The role of Cattell-Horn-Carroll (CHC) cognitive abilities in predicting writing achievement during the school years. *Psychology in the Schools*, 53(8), 787-803.

Niilekesia, C. R., Reynolds, M. R., Keith, T. Z. & McGrew, K. S. (2016). A special validity study of the Woodcock-Johnson IV: Acting on evidence for specific abilities. In Flanagan, D. P. and Alfonso, V. C. (Eds.) *WJ IV clinical use and interpretation: Scientist-practitioner perspectives* (p. 65-106). Boston: Elsevier.

McGrew, K. (2015b). Norm obsolescence: The Flynn Effect. In Polloway, E. (Ed.), *The death penalty and intellectual disability* (p. 155-169). Washington, DC: American Association on Intellectual and Developmental Disabilities.

*Taub, G., & McGrew, K. (2014). The Woodcock-Johnson Tests of Cognitive Abilities III's Cognitive Performance Model: Empirical support for intermediate factors within CHC theory. *Journal of Psychoeducational Assessment*, 32(3), 187-201.

McGrew, K. (2015a). Intellectual functioning. In Polloway, E. (Ed.), *The death penalty and intellectual disability* (p. 85-111), Washington, DC: American Association on Intellectual and Developmental Disabilities.

*Cormier, D.C., McGrew, K.S., Ysseldyke, J.E. (2014). The influences of cultural loading and linguistic demand on cognitive test scores. *Journal of Psychoeducational Assessment*, 0, 0-0. DOI: 10.1177/0734282914536012

McGrew, K. S. (2012, September). *Implications of 20 Years of CHC cognitive-achievement research: Back-to-the-future and beyond CHC*. Paper presented at the Richard Woodcock Institute, Tufts University, Medford, MA.

*Kaufman, S., Lui, X., Reynolds, M., McGrew, K., & Kaufman, A. (2012). Are cognitive g and academic g one and the same g? An exploration across the life span on the Woodcock-Johnson and Kaufman tests. *Intelligence*, 20, 123-138.

*Cormier, D., McGrew, K., & Evans, J. (2011). Quantifying the "degree of linguistic demand" in spoken intelligence test directions. *Journal of Psychoeducational Assessment*, 29(6), 515–533.

Schneider, W. J., & McGrew, K. (2012). The Cattell-Horn-Carroll model of intelligence. In D. Flanagan & P. Harrison (Eds.), *Contemporary Intellectual Assessment: Theories, Tests, and Issues (3rd ed.)* (p. 99-144). New York: Guilford.

*McGrew, K. (2010). The Flynn Effect and its critics: Rusty linchpins and—lookin' for g and Gf in some of the wrong places. *Journal of Psychoeducational Assessment*, 28(5), 448–468

*McGrew, K. & Wendling, B. (2010). CHC cognitive-achievement relations: What we have learned from the past 20 years of research. *Psychology in the Schools*, 47(7), 651-675.

*Newton, J. & McGrew, K. (2010). Introduction to the special issue: Current research in Cattell-Horn-Carroll-based assessment. *Psychology in the Schools*, 47(7), 621-634.

*Hale, J., Alfonso, V., Berninger, V., Bracken, B., Christo, C., Clark, E., Cohen, M., Davis, A., Decker, S., Denckla, M., Dumont, R., Elliott, C. Feifer, S., Fiorello, C., Flanagan, D., Fletcher-Janzen, E., Geary, D., Gerber, M., Gerner, M., Goldstein, S., Gregg, N., Hagin, R., Jaffe, L., Kaufman, A., Kaufman, N., Keith, T., Kline, F., Kochhar-Bryant, C., Lerner, J., Marshall, G., Mascolo, J., Mather, N., Mazzocco, M., McCloskey, G., **McGrew, K.**, Miller, D., Miller, J., Mostert, M., Naglieri, J., Ortiz, S., Phelps, L., Podhajski, B., Reddy, L., Reynolds, C., Riccio, C., Schrank, F., Schultz, E., Semrud-Clikeman, M., Shaywitz, S., Simon, J., Silver, L., Swanson, L., Urso, A., Wasserman, T., Willis, J., Wodrich, D., Wright, P., & Yalof, J. (2010). Critical Issues in response-to-intervention, comprehensive evaluation, and specific learning disabilities identification and intervention: An expert white paper consensus. *Learning Disability Quarterly*, 33, 223-236.

*Floyd, R. G., McGrew, K. S., Barry, A., Rafael, F. & Rogers, J. (2009). General and specific effects on Cattell-Horn-Carroll Broad Ability Composites. Analysis of the Woodcock-Johnson III Normative Update CHC factor clusters across development. *School Psychology Review*, 38 (2), 249-265

*Floyd, R. G., Shands, E. I., Rafael, F. A., Bergeron, R., & McGrew, K. S. (2009). The dependability of general-factor loadings. The effects of factor-extraction methods, test battery composition, test battery size, and their interactions. *Intelligence*, 37, 453-465.

*McGrew, K. (2009). Editorial. CHC theory and the human cognitive abilities project. Standing on the shoulders of the giants of psychometric intelligence research, *Intelligence*, 37, 1-10.

- *Taub, G., Floyd, R. G., Keith, T. Z., & McGrew, K. S. (2008). Effects of general and broad cognitive abilities on mathematics. *School Psychology Quarterly*, 23(2), 187-198
- *Floyd, R. G., McGrew, K. S., & Evans, J. J. (2008). The relative contributions of the Cattell-Horn-Carroll cognitive abilities in explaining writing achievement during childhood and adolescence. *Psychology in the Schools*, 45(2), 132-144.
- *Floyd, R. G., Keith, T. Z., Taub, G. E., & McGrew, K. S. (2007). Cattell-Horn-Carroll cognitive abilities and their effects on reading decoding skills. *g* has indirect effects, more specific abilities have direct effects. *School Psychology Quarterly*, 22(2), 200-233.
- McGrew, K. S. (2005). The Cattell-Horn-Carroll (CHC) theory of cognitive abilities. Past, present and future. In D. Flanagan, & Harrison (Eds.), *Contemporary intellectual assessment. Theories, tests, and issues* (p.136-202). New York. Guilford Press.
- *Phelps, L., McGrew, K. S., Knopik, S. N., & Ford, L. (2005). The general (*g*), broad, and narrow CHC stratum characteristics of the WJ III and WISC-III tests. A confirmatory cross-battery investigation. *School Psychology Quarterly*, 20(1), 66-88.
- *Taub, G. E., & McGrew, K. S. (2004). A confirmatory factor analysis of Cattell-Horn-Carroll theory and cross-age invariance of the Woodcock-Johnson Tests of Cognitive Abilities III. *School Psychology Quarterly*, 19(1), 72-87.
- *Taub, G., McGrew, K., & Witta, E. (2004). A confirmatory analysis of the factor structure and cross-age invariance of the Wechsler Adult Intelligence Scale-Third Edition. *Psychological Assessment*, 16, 85-89.
- Floyd, R. G., Shaver, R. B., & McGrew, K. S. (2003). Interpretation of the WJ III Tests of Cognitive Abilities. Acting on evidence. In F.A. Schrank & D.P. Flanagan (Eds.), *WJ III clinical use and interpretation* (pp. 1-46). San Diego. Academic Press.
- Phelps, L., & McGrew, K. S. (2003). Using the Woodcock-Johnson III Tests of Achievement with the WISC-III and WAIS-III to determine a specific learning disability. In F.A. Schrank & D.P. Flanagan (Eds.), *WJ III clinical use and interpretation* (pp. 229-241). San Diego. Academic Press.
- *Floyd, R. G., Evans, J. J., & McGrew, K. S. (2003). Relations between measures of Cattell-Horn-Carroll (CHC) cognitive abilities and mathematics achievement across the school-age years. *Psychology in the Schools*, 40(2), 155-171.
- *Evans, J., Floyd, R., McGrew, K. & Leforgee, M. (2002). The relations between measures of Cattell-Horn-Carroll (CHC) cognitive abilities and reading achievement during childhood and adolescence. *School Psychology Review*, 31(2), 246-262.
- *Vanderwood, M. L., McGrew, K. S., Flanagan, D. P., & Keith, T. Z. (2002). The contribution of general and specific cognitive abilities to reading achievement. *Learning and Individual Differences*, 13, 159-188.
- Flanagan, D. P., McGrew, K. S., & Ortiz, S. O. (2000). *The Wechsler Intelligence Scales and Gf-Gc theory. A contemporary approach to interpretation*. Boston. Allyn & Bacon.
- McGrew, K., & Flanagan, D. (1998). *The Intelligence Test Desk Reference (ITDR). Gf-Gc cross-battery assessment*. Boston. Allyn & Bacon.
- *Flanagan, D. P., & McGrew, K. S. (1998). Interpreting intelligence tests from contemporary *Gf-Gc* theory. Joint confirmatory factor analyses of the WJ-R and KAIT in a non-white sample. *Journal of School Psychology*, 36, 151-182.
- Flanagan, D., & McGrew, K. (1997). A cross-battery approach to assessing and interpreting cognitive abilities. Narrowing the gap between practice and science. In D.P. Flanagan, J.L. Genshaft, & P.L. Harrison (Eds). *Contemporary intellectual assessment. Theories, tests, and issues* (pp. 314-325). New York. Guilford.
- McGrew, K. (1997). Analysis of the major intelligence batteries according to a proposed comprehensive *Gf-Gc* framework. In D.P. Flanagan, J.L. Genshaft, & P.L. Harrison (Eds). *Contemporary intellectual assessment. Theories, tests, and issues* (p. 151-180).. New York. Guilford.

- *Cameron, L., Ittenbach, R. McGrew, K. & Harrison, P. (1997). Factor analysis of the K-ABC with gifted referrals. *Educational and Psychological Measurement*, 57, 823-849.
- *Flanagan, D., & McGrew, K. (1997). Interpreting intelligence tests from modern *Gf-Gc* theory. Joint confirmatory factor analysis of the WJ-R and Kaufman Adolescent and Adult Intelligence Test in a non-white sample. *Journal of School Psychology*, 36, 151-182.
- *Flanagan, D., McGrew, K., Abramowitz, E., Lehnar, L., Untiedt, S., Berger, D., & Armstrong, H. (1997). Improvement in academic screening instruments? A concurrent validity investigation of the K-FAST, MBA, and WRAT-3. *Journal of Psychoeducational Assessment*, 15, 99-112.
- *McGrew, K. S., Flanagan, D. P., Keith, T. Z., & Vanderwood, M. (1997). Beyond *g*. The impact of *Gf-Gc* specific cognitive abilities research on the future use and interpretation of intelligence tests in the schools. *School Psychology Review*, 26, 177-189.
- *McGrew, K., & Wrightson, W. (1997). The calculation of new and improved WISC-III subtest reliability, uniqueness, and general factor characteristic information through the use of data smoothing procedures. *Psychology in the Schools*, 34, 181-195.
- *McGrew, K., & Knopik, S. (1996). The relationship between intra-cognitive scatter on the Woodcock-Johnson Psycho-Educational Battery-Revised and school achievement. *Journal of School Psychology*, 34, 351-364.
- *McGrew, K., Untiedt, S.A., & Flanagan, D. (1996). General factor and uniqueness characteristics of the Kaufman Adolescent and Adult Intelligence Test (KAIT). *Journal of Psychoeducational Assessment*, 14, 208-219.
- *McGrew, K., & Murphy, S. (1995). Uniqueness and general factor characteristics of the Woodcock-Johnson Tests of Cognitive Ability-Revised. *Journal of School Psychology*, 33, 235-245.
- *McGrew, K., & Hessler, G. (1995). The relationship between the WJ-R *Gf-Gc* cognitive clusters and mathematics achievement across the lifespan. *Journal of Psychoeducational Assessment*, 13, 21-38.
- McGrew, K. (1994). The Woodcock-Johnson Tests of Cognitive Ability - Revised. In R. Sternberg (Ed.), *The encyclopedia of intelligence* (pp. 1152-1158). New York. Macmillan.
- McGrew, K. (1994). *Clinical interpretation of the Woodcock-Johnson Tests of Cognitive Ability-Revised*. Boston. Allyn and Bacon.
- *McGrew, K., Murphy, S., & Knutson, D. (1994). The development and investigation of a graphic scoring system for obtaining derived scores for the WJ-R and other tests. *Journal of Psychoeducational Assessment*, 12, 33-41.
- *McGrew, K. (1993). The relationship between the Woodcock-Johnson Psycho-Educational Battery - Revised *Gf-Gc* cognitive clusters and reading achievement across the life-span. *Journal of Psychoeducational Assessment Monograph Series. WJ-R Monograph*, 39-53.
- *McGrew, K. & Knopik, S. (1993). The relationship between the WJ-R *Gf-Gc* cognitive clusters and writing achievement across the life-span. *School Psychology Review*, 22, 687-695.
- *McGrew, K., & Pehl, J. (1988). Prediction of future achievement by the Woodcock Johnson Psycho-Educational Battery and the WISC-R. *Journal of School Psychology*, 26, 275-281.
- *McGrew, K. (1987). Exploratory factor analysis of the Woodcock-Johnson Tests of Cognitive Ability. *Journal of Psychoeducational Assessment*, 3, 200-216.
- *McGrew, K. (1987). A multivariate analysis of the Wechsler/Woodcock-Johnson discrepancy controversy. *Journal of Psychoeducational Assessment*, 5, 49-60.
- McGrew, K. (1986). *Clinical interpretation of the Woodcock-Johnson Tests of Cognitive Ability*. Boston. Allyn and Bacon.
- *McGrew, K. (1986). A review of the differential predictive validity of the Woodcock-Johnson Scholastic Aptitude clusters. *Journal of Psychoeducational Assessment*, 4, 307-317.

- *McGrew, K. (1985). Investigation of the verbal/nonverbal structure of the Woodcock-Johnson. Implications for subtest interpretation and comparisons with the Wechsler Scales. *Journal of Psychoeducational Assessment*, 3, 65-71.
- *McGrew, K. (1984). An analysis of the influence of the Quantitative Concepts subtest in the Woodcock-Johnson Scholastic Aptitude clusters. *Journal of Psychoeducational Assessment*, 2, 325-332.
- *McGrew, K. (1984). Normative-based guides for subtest profile interpretation of the Woodcock-Johnson Tests of Cognitive Ability. *Journal of Psychoeducational assessment*, 2, 141-148.
- *McGrew, K. (1983). Comparison of the WISC-R and Woodcock-Johnson Tests of Cognitive Ability. *Journal of School Psychology*, 21, 271-276.

Adaptive Behavior and Personal Competence Research

- *Thompson, J. R., McGrew, K. S., & Bruininks, R. H. (2002). Pieces of the puzzle. Measuring the personal competence and support needs of persons with intellectual disabilities. *Peabody Journal of Education*, 77(2), 23-29.
- Thompson, J., McGrew, K. & Bruininks, R. (1999). Adaptive and maladaptive behavior. Functional and structural characteristics. In R. L. Schalock & D Braddock (Eds), *Adaptive behavior and its measurement: Implications for the field of mental retardation* (pp. 15-42). Washington, DC. American Association on Mental Retardation.
- Widaman, K. & McGrew K., (1996). The structure of adaptive behavior. In J.W. Jacobson & J.A. Mulick (Eds.), *Manual of diagnosis and professional practice in mental retardation* (pp. 97-110). Washington, D.C. American Psychological Association.
- *Greenspan, S., & McGrew, K. (1996). Response to Mathias and Nettlebeck on the structure of competence. Need for theory-based methods to test theory-based questions. *Research in Developmental Disabilities*, 17, 145-152.
- *McGrew, K., Bruininks, R., & Johnson, D. (1997). Confirmatory factor analysis investigation of Greenspan's model of personal competence. *American Journal on Mental Retardation*, 100(5) 533-545.
- *Bruininks, R., Chen, T., Lakin, C., & McGrew, K. (1992). Components of personal competence and community integration for persons with mental retardation in small residential programs. *Research in Developmental Disabilities*, 13, 463-479.
- *Ittenbach, R., Spiegel, A., McGrew, K., & Bruininks, R. (1992). A confirmatory factor analysis of early childhood ability measures within a model of personal competence. *Journal of School Psychology*, 30, 307-323.
- *McGrew, K., Bruininks, R., & Thurlow, M. (1992). Relationship between measures of adaptive functioning and community adjustment for adults with mental retardation. *Exceptional Children*, 58, 517-529.
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McGrew, K. (2010d). *Applied Psychometrics 101 #9: The Flynn Effect Series: Is the Flynn Effect a scientifically accept fact?* St. Joseph, MN: Institute for Applied Psychometrics.

McGrew, K. (2009a). *Applied Psychometrics 101 #10: The Armed Services Vocational Aptitude Battery (ASVAB): Why it should not be used in the determination of a diagnosis of mental retardation/intellectual disability*. St. Joseph, MN: Institute for Applied Psychometrics.

McGrew, K. (2009b). *Applied Psychometrics 101 #2: What does the WAIS-IV measure? CHC analysis and beyond*. St. Joseph, MN: Institute for Applied Psychometrics.

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McGrew, K. (2009d). *Applied Psychometrics 101 #4: Cluster analysis of the WJ III Battery: Implications for CHC test interpretation and possible CHC model extensions*. St. Joseph, MN: Institute for Applied Psychometrics.

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McGrew, K., Dailey, D., & Schrank, F. (2007). *Woodcock-Johnson III/Woodcock-Johnson III Normative Update score differences. What the user can expect and why (Woodcock-Johnson III Assessment Service Bulletin No. 9)*. Itasca, IL: Riverside Publishing.

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McGrew, K. M., Johnson, D., Cosio, A., & Evans, J. J. (2004). *Increasing the chance of no child being left behind. Beyond cognitive and achievement abilities*. Minneapolis, MN: Institute on Community Integration, University of Minnesota.

Schrank, F., McGrew, K. & Woodcock, R. (2003). *Calculating discrepancies between the WJ III GIA-Std score and selected WJ III Tests of Cognitive Abilities clusters (Woodcock-Johnson III Assessment Service Bulletin No. 6)*. Itasca, IL: Riverside Publishing

McGrew, K. S., & Evans, J. J. (2002). *IAP research report #7. Within-CHC domain comparisons of the WJ III cognitive and achievement test growth curves*. St. Cloud, MN: Institute for Applied Psychometrics.

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Abery, B., McGrew, K. S., & Smith, J. (1995). *Self-determination skills, attitudes, and knowledge scale*. Minneapolis, MN: University of Minnesota, Institute on Community Integration.

McGrew, K. (1995). *Disability summary analysis of select national data collection programs*. Minneapolis, MN: National Center on Educational Outcomes, University of Minnesota.

McGrew, K., Lin, Hung-Chih, Johnson, D., Bloomberg, L., & Bruininks, R. (1995). *The National Transition Study of Individuals with Severe Disabilities (NTSSD). Methodology and multivariate analysis report*. Minneapolis, MN: Institute on Community Integration, University of Minnesota.

Johnson, D., McGrew, K., Bloomberg, L., Lin, Hung-Chih, & Bruininks, R. (1995). *Descriptive findings of the National Transition Study of Individuals with Severe Disabilities leaving school*. Minneapolis, MN: Institute on Community Integration, University of Minnesota.

Johnson, D., Bloomberg, L., Lin, Hung-Chih, McGrew, K., & Bruininks, R. (1995). *A secondary analysis of the findings from the National Longitudinal Transition Study. An examination of the post-school outcomes of youth with severe disabilities*. Minneapolis, MN: Institute on Community Integration, University of Minnesota.

McGrew, K., Spiegel, A., Thurlow, M., Shriner, J., Ysseldyke, J. (1994). *Secondary analysis of state assessment data. Why we can't say much about students with disabilities*. Minneapolis, MN: National Center on Educational Outcomes, University of Minnesota.

McGrew, K., Spiegel, A., Thurlow, M., Kim, D. (1994). *Matching information in national data collection programs to a model of school completion outcomes and indicators*. Minneapolis, MN: National Center on Educational Outcomes, University of Minnesota.

Ysseldyke, J., Thurlow, M., McGrew, K., & Vanderwood, M. (1994). *Making decisions about the inclusion of students with disabilities in large-scale assessments*. Minneapolis, MN: National Center on Educational Outcomes, University of Minnesota.

McGrew, K., Algozzine, B., Ysseldyke, J., Thurlow, M., & Spiegel, A. (1993). *The identification of people with disabilities in national data bases. A failure to communicate*. Minneapolis, MN: National Center on Educational Outcomes, University of Minnesota.

McGrew, K., Spiegel, A., Thurlow, M., Ysseldyke, J., Bruininks, R., and Shriner, J. (1992). *Outcomes for children and youth with disabilities. Secondary analysis of national data collection programs*. Minneapolis, MN: National Center on Educational Outcomes, University of Minnesota.

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Ysseldyke, J., Thurlow, M., Bruininks, R., Gilman, C., Deno, S., McGrew, K., & Shriner, J. (1992). *An evolving conceptual model of educational outcomes for children and youth with disabilities*. Minneapolis, MN: National Center on Educational Outcomes, University of Minnesota.

Bruininks, R., Deno, S., McGrew, K., Shriner, J., Thurlow, M., & Ysseldyke, J. (1991). *Assessing educational outcomes. State activity and literature integration*. University of Minnesota, National Center on Educational Outcomes, Minneapolis, MN:

McGrew, K., Spiegel, A., Thurlow, M., Ysseldyke, J., Bruininks, R., Deno, S., & Shriner, J. (1991). *Secondary data analysis. A review of major conceptual, measurement and technical issues*. Minneapolis, MN: National Center on Educational Outcomes, University of Minnesota.

McGrew, K., Spiegel, A., Thurlow, M., Ysseldyke, J., Bruininks, R., Deno, S., & Shriner, J. (1991). *Plan for identifying state and national data bases by the National Center on Educational Outcomes*. Minneapolis, MN: National Center on Educational Outcomes, University of Minnesota.

Other Assessment and Measurement Research

McGrew, K. (2013). *MindHub™ Pub #1: The Motivation and Academic Competence (MACM) commitment pathway to learning model*. St. Joseph, MN: Institute for Applied Psychometrics.

McGrew, K. (1999). *The measurement of reading achievement by different individually administered standardized reading tests. Apples and apples, or apples and oranges?* (Research Report # 1). St. Cloud, MN: Institute for Applied Psychometrics. [Note. This was originally a commissioned paper written for the *National Research Council Committee on the Prevention of Reading Difficulties in Young Children*, 1998].

McGrew, K., & Gilman, C. (1991). *Family and professional partnerships. Analysis of pre/post home-school survey results in project FISC*. Minneapolis, MN: Institute on Community Integration, University of Minnesota.

McGrew, K., Gilman, C., Wise, M., Meyer, J. & Gunderson, D. (1991). *The FISC individualized family-centered planning process*. Minneapolis, MN: Institute on Community Integration, University of Minnesota.

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McGrew, K., Gilman, C., & Johnson, S. (1990). *Family Assessment Scales and Methods*. Unpublished manuscript. Minneapolis, MN: Institute on Community Integration, University of Minnesota.

Bruininks, R.H., Thurlow, M.T., McGrew, K.S., Johnson, D.R., & Sinclair, M. (1990), *Minimum Community Adjustment Data Protocol*. Minneapolis, MN: Institute on Community Integration.

McGrew, K., Gilman, C., & Johnson, S. (1989). *Family involvement and needs in serving young children with moderate and severe handicaps. Parent survey results.* Minneapolis, MN: University of Minnesota, Department of Educational Psychology. Institute on Community Integration.

Henning, J., & McGrew, K. (1989). *An evaluation of the effectiveness of a mainstream based mastery learning approach to servicing mildly handicapped learners. A report of first year pilot activities.* St. Cloud Community Schools, St. Cloud, MN: A grant report submitted to the Minnesota Department of Education, Unique Learner Needs Section.

Lewis, D., Bruininks, R., Thurlow, M., & McGrew, K. (1988). *Empirically testing the use of benefit-cost analysis in special education.* In Bruininks, R., Lewis, D., Thurlow, M. (Eds.). *Assessing outcomes, costs, and benefits of special education programs.* Minneapolis, MN: University of Minnesota, Department of Educational Psychology. University Affiliated Program on Developmental Disabilities

Bruininks, R. & McGrew, K. (1987). *Exploring the structure of adaptive behavior.* Minneapolis, MN: University of Minnesota, Department of Educational Psychology.

Neurotechnology Research

McGrew, K. (2013). *MindHub™ Pub #2: The science behind Interactive Metronome: An integration of brain clock, temporal processing, brain network and neurocognitive research and theory.* St. Joseph, MN: Institute for Applied Psychometrics.

GRANTS

Measurement consultant to University of Minnesota, Institute on Community Integration, federally funded (Institute of Education Sciences, U. S. Dept. of Education; U of M ICI subcontractor to Mathematic Policy Research) National Longitudinal Transition Study (NLTS 2012). (April, 2011 to present)

Assisted in writing a proposal that resulted in the University of Minnesota being awarded the Rehabilitation and Research Training Center on Persons with Mental Retardation (RRTC) from NIDRR. Through a cooperative agreement served as Research Associate for this five year grant (October, 1993 to October, 1998).

Assisted in the writing of a cooperative grant proposal that resulted in the University of Minnesota and St. Cloud State University being awarded a grant for Research on the Self-Determination of Individuals with Disabilities from OSERS (Department of Education). Through a cooperative agreement served as Co-Principal Investigator for this two-year grant (October, 1992 to October, 1994).

Assisted in the writing of a proposal that resulted in the University of Minnesota being awarded the National Transition Study on Individuals with Severe Disabilities (NTTSD) from OSERS/NIDRR. Through a cooperative agreement with St. Cloud State University served as data analyst for this three-year grant (October 1991 to October 1994).

Assisted in the writing of the original proposal, and subsequent renewal proposal, that resulted in the University of Minnesota being awarded the National Center on Educational Outcomes (NCEO) for students and youth with disabilities from the Office of Special Education Programs, U.S. Department of Education. Through a cooperative agreement with St. Cloud State University, served as a member of the NCEO Senior Research and Management (October, 1990 to 1996).

Primary author and Project Evaluation/Assessment Specialist for the Families Involved School and Children (FISC), a three year federal award (US Education Office of Special Education and Rehabilitative Services). A joint research and demonstration project between the St. Cloud Community Schools and the University of Minnesota's Institute on Community Integration (October, 1988 to October, 1991).

Primary author, Project Director and Evaluator of A Cooperative and Coordinated Mainstream-based Service Delivery System for Mildly Handicapped Students - A one year (Fall, 1988 - Spring, 1989) Minnesota State Department of Education Effectiveness Grant awarded to the St. Cloud Community Schools.

PRESENTATIONS/WORKSHOPS (select list)

McGrew, K. (2016, November). *"Intelligent" insights on the WJIV COG/OL: Dr. Kevin McGrew's mind unleashed.* Presentation at the Florida School Psychologists Conference, Palm Harbor, Florida.

- McGrew, K. (2016, November). *Going Beyond the Basics of the WJ IV COG/OL: New Insights and Intelligent Application*. Presentation at the New York Association of School Psychologists Conference, Palm Harbor, Florida.
- McGrew, K. (2016, September). *Improving cognitive and neuropsychological assessments using Cattell-Horn-Carroll (CHC) theory*. Presentation at the Australian Psychological Society 2016 Congress, Melbourne, Australia.
- McGrew, K. (2016, April). *CHC intelligence theory and testing: A historical and contemporary overview*. One day workshop presentation, University of Indonesia, Jakarta, Indonesia.
- McGrew, K. (2016, April). *CHC intelligence theory and testing: A historical and contemporary overview*. Presentation at AP2TPI (Indonesia Association of Psychology Higher Education Providers), Yogyakarta, Indonesia.
- McGrew, K. (2016, March). *Evolution and revolution in individual clinical intelligence testing*. Featured session presentation at the Association of Test Publishers (ATP) Innovations in Testing conference, Orlando, FL.
- McGrew, K. (2016, Feb). *Intelligent testing with the WJ IV Cognitive Battery*. Half-day workshop presented at the annual convention of the National Association of School Psychologists, New Orleans, LA.
- Stough, C., Pase, M., Scholey A., & McGrew, K. (2015, May). *Applying the Cattell-Horn Carroll (CHC) model across psychology, neuroscience and health*. Symposium at the Association for Psychological Science, New York.
- McGrew, K., Schrank, F., & Mather, N. (2014, Feb.). *Contemporary CHC theory and assessment practice: The Woodcock-Johnson IV*. Workshop presented at the annual convention of the National Association of School Psychologists, Washington, DC.
- McGrew, K. (2012, October). *Implications of 20 years of cognitive-achievement research: Back-to-the-Future and Beyond*. Presentation made at the Inaugural Session of the Richard Woodcock Institute for Advancement of Contemporary Cognitive Assessment, Tufts University, Medford, MA.
- Sandman, C. & McGrew, K. (2012, August). *All IQ tests are not created equal: How psychometric principles can be applied in Atkins litigation to explain outlier IQ scores and other differences in IQ test scores over time*. Presentation made at the Seventeenth Annual Federal Habeas Corpus Seminar, Washington, DC.
- Cormier, D., McGrew, K., & Evans, J. (2012, February). Quantifying the degree of linguistic demand in intelligence directions. Poster presentation at the National Association of School Psychologists Annual Convention, Philadelphia, PA.
- McGrew, K. (2011, August). *The Flynn Effect in Atkins death penalty MR/ID cases: To adjust or not to adjust, that is the question*. In J. Greg Olley (chair), Perspectives on intellectual disability and the death penalty—Toward more effective contributions of psychologists in Atkins cases. Invite Symposium conducted at the annual American Psychological Association convention, Washington, DC.
- McGrew, K. (2011, October). *What we've learned from 20 years of CHC COG-ACH research: Implications for SLD assessment*. Presentation made at the New York Association of School Psychologists annual conference, Verona, NY
- McGrew, K. (2011, April). *Linking CHC processing to achievement: Implications for intervention planning*. Full day workshop at Georgia Association of School Psychologists annual conference, Atlanta, Georgia.
- McGrew, K. (2011, April). *Contemporary Cattell-Horn-Carroll (CHC) cognitive-achievement relations research: Implications for assessment practice*. Half day workshop at Ohio Association of School Psychologists annual conference, Columbus, Ohio.
- Kaufman, S.B., Liu, X., McGrew, K., & Kaufman, A.S. (2010, August). *What is the relation between cognitive g and academic achievement g?* Poster to be presented at the meeting of the American Psychological Association Annual Convention, San Diego, California.
- McGrew, K. (2010, June). *Assessing intellectual functioning*. In M. Tasse (chair), Atkins v. Virginia: Challenges and pitfalls in diagnosing ID in a forensic context. Symposium conducted at the American Association on Intellectual and Development Disabilities Annual Conference, Providence, RI.

McGrew, K. S. (2010, Oct). Pushing the edge of the contemporary cognitive (CHC) theory: New directions for neuropsychologists. Workshop presentation at the 16th Annual APS College of Clinical Neuropsychologists Conference, Notre Dame University, Fremantle, Western Australia.

McGrew, K. (2010, March). *Cattell-Horn-Carroll intelligence testing: What have we learned in 20 years?* In D. McIntosh and J. Newton (chairs). Symposium conducted at the National Association of School Psychologists Annual Convention, Chicago, IL

Hansen, A., Lim, B. & McGrew, K. (2010, March). *Cultural loading and linguistic demand on the WJ III Normative Update*. Poster presentation at the National Association of School Psychologists Annual Convention, Chicago, IL.

McGrew, K. (2010, Jan). *Intelligent insights on intelligence tests: What I've learned from 35 years of IQ testing, development and research*. Presentation at the Minnesota School Psychologists Association Annual Midwinter Conference, Minneapolis, MN.

McGrew, K. (2009, July). *The art and science of intelligence test development. Theory, tools, tips and troubles*. Four hour course presentation at IV Congresso Brasileiro de Avaliacao Psicologica, Campinas, Brazil.

McGrew, K. (2009, July). *CHC theory. Past, present and future*. Presentation at IV Congresso Brasileiro de Avaliacao Psicologica, Campinas, Brazil.

McGrew, K. (2009, Feb). *An overview of the Human Cognitive Abilities project*. Paper presentation at the 40th annual convention of the National Association of School Psychologists, Boston, MA.

McGrew, K. (2009, Feb). *CHC cognitive and achievement relations research synthesis. What we've learned from 20 years of research*. Mini-skills workshop presented at the 40th annual convention of the National Association of School Psychologists, Boston, MA.

McGrew, K. (2008, Dec). *The Human Cognitive Abilities Project. An overview and update*. Poster presentation at Ninth Annual International Society for Intelligence Research, Decatur, GA.

Floyd, R. G., Shands, E. I., Rafael, F. A., Bergeron, R., & McGrew, K. S (2008, Dec.). *The dependability of general factor loadings. A partial replication and extension of Thorndike's (1987) Stability of Factor Loadings*. Paper presentation at Ninth Annual International Society for Intelligence Research, Decatur, GA.

McGrew, K. (2008, Sept). *The Australian standardization of the Woodcock-Johnson III Cognitive and Achievement Battery*. In W. Howe (chair), Adaptation and norming of cognitive and achievement tests in other countries—issues and outcomes. Symposium conducted at the Forty-third Australian Psychological Society Conference, Hobart, Tasmania, Australia.

McGrew, K. (2008, July). *Advances in the prediction of academic achievement using WJ III subtests*. General Session at the Third National School Neuropsychology Conference, Grapevine, Texas.

McGrew, K., Wendling, B. & Read, B. (2008, Feb). *Using CHC theory to link assessment to intervention*. Workshop presented at the 39th annual convention of the National Association of School Psychologists, New Orleans, LA.

McGrew, K. (2007, July). *The brain clock. An overview of contemporary research and theory regarding the neuroscience of brain-based interval timing and its relevance to learning and rehabilitation*. Invited keynote presentation at the Interactive Metronome Professional Conference, Chicago, IL.

McGrew, K. (2006, Oct.). *The IM Effect. What is happening under the hood?* Invited presentation at the Interactive Metronome Professional Conference, Austin, TX.

Taub, G. & McGrew, K. (2006). *Improving timing and rhythm and the effects on academic achievement*. National Association of School Psychologists Annual Convention, Anaheim, CA.

Taub, G. & McGrew, K. (2005, April). *Improvements in interval time tracking and the effect on academic achievement*. Paper presented at the Learning and the Brain Conference, Cambridge, MA.

McGrew, K. (2005, April). *How will neuro-technology change learning, intelligence and the treatment of learning disorders in the future*. Panel discussant at the Learning and the Brain Conference, Cambridge, MA.

- McGrew, K. (2004, Sept). *NCLB and expectations for students with disabilities. Increasing the chance of No Child Being Left Behind. Beyond cognitive and achievement abilities.* Invited presentations at West Virginia Department of Education, Office of Special Education, Special Education Administrators Leadership Conference, Charleston, West Virginia.
- Taub, G. E. & McGrew, K. S. (2003, April). *A confirmatory factor analysis of the Woodcock-Johnson Tests of Cognitive Ability III. Is there cross-age invariance?* National Association of School Psychologists Annual Convention, Toronto, Canada.
- McGrew, K. (2003, Nov.). *"Intelligent" use and interpretation of the WJ III in the context of contemporary research and pending changes in IDEA.* Keynote address at the 28th Annual Hou-Met Texas Educational Diagnosticians Conference, Houston, TX.
- McGrew, K. (2003, Oct). *Cognitive abilities/disabilities role in establishing academic expectations.* Invited presentation at Maryland Department of Education, Division of Special Education/Early Intervention Services, Leadership Conference, Ocean City, MD.
- McGrew, K. (2003, Jan. & July). *A lesson from Forrest Gump regarding expectations for students with cognitive disabilities.* Invited presentation at U. S. Department of Education, Office of Special Education Programs (OSEP) meetings on *Assessment and Students with Disabilities* and *Alternative Assessments and Alternate Achievement Standards*, Washington, DC
- McGrew, K. S. (2002, Feb). *Advanced interpretation of the Woodcock-Johnson III.* Workshop presented at the annual convention of the National Association of School Psychologists, Chicago, IL.
- Schrank, F., Ford, L., & McGrew, K. (2001, Aug.). *Woodcock-Johnson III—Administration and scoring.* Continuing education workshop at the annual convention of the American Psychological Association, San Francisco, CA.
- McGrew, K. (2001, May). *Innovations in intellectual assessment. Back to the future.* Invited keynote address at the New Jersey Association of School Psychologists Conference, Monroe, NJ.
- McGrew, K. (2001, May). *Cattell-Horn-Carroll Intelligence Theory. Will you evolve or will you become extinct?* Workshop presented at the New Jersey Association of School Psychologists Conference, Monroe, NJ.
- McGrew, K. (2000, Feb.). *An introduction and overview of the Woodcock-Johnson Battery--Third Edition (WJ III).* Workshop presented at the annual convention of the Minnesota School Psychologists Association, Minneapolis, Mn.
- Thompson, J. & McGrew, K. (1999, April). *The construct of adaptive behavior. Looking back and looking ahead.* Paper presented at the annual convention of the Council for Exceptional Children, Charlotte, North Carolina.
- Flanagan, D. P., & McGrew, K. S. (1998, April). *A Gf-Gc cross battery approach to assessing the cognitive capabilities of students with learning difficulties and/or culturally and linguistically diverse backgrounds.* Workshop presented at the annual convention of the National Association of School Psychologists, Orlando, FL.
- McGrew, K. S., & Flanagan, D. P. (1997, Nov.). *A research-based cross-battery approach to intelligence test interpretation. Implications for individuals referred for reading problems.* Paper presented at the 48th Annual Conference of the Orton Dyslexia Society, Minneapolis, MN.
- McGrew K. S., & Flanagan, D. P. (1997, Oct.). *A Gf-Gc cross-battery approach to the intellectual assessment of students with learning disabilities and/or culturally and linguistically diverse backgrounds.* Invited workshop presented at the Arizona State Psychological Association in conjunction with Phoenix Public Schools, Phoenix, AZ.
- Flanagan, D. P., & McGrew, K. S. (1996, Aug.). *Interpreting WJ-R and KAIT joint factor analyses from Gf-Gc theory.* Paper presented at the annual convention of the American Psychological Association, Toronto, Canada
- McGrew, K., Thurlow, M., & Vanderword, M. (1996, April) *Why we can't say much about students with disabilities during education reform.* Paper presented at the National Council on Measurement in Education Annual Meeting, New York.
- McGrew, K. (1996, March). *An integration of theories of multiple intelligences within a model of personal competence. The big picture.* In J. Genshaft (chair), Theoretical models of multiple intelligences and personal competencies. Implications for research. Symposium conducted at the National Association of School Psychology Convention, Atlanta, GA.
- McGrew, K. (1996, March). *Recent research on the structure of intelligence. Implications for intelligence testing.* In J. Genshaft (chair), Advancing the field of intellectual assessment. Technical, theoretical, and cultural considerations. Symposium conducted at the National Association of School Psychologists Convention. Atlanta, GA.

McGrew, K. S., & Flanagan, D. P. (1996, March). *A cross-battery approach to intelligence test interpretation*. Workshop presented at the twenty-eighth annual convention of the National Association of School Psychologists, Atlanta, Georgia.

Flanagan, D. P. & McGrew, K. S. (1996, Jan.). *A cross-battery approach to intelligence test interpretation*. Paper presented at an Advanced Symposium on Tests and Theories of Intelligence in co-sponsorship with Educational and Diagnostic Consulting Services and St. John's University, Jamaica, NY.

Woodcock, R., McGrew, K., & Flanagan, D. (1995, Aug.). *An overview of the WJ-R within the context of contemporary theory and research*. Day workshop for trainers of school psychologists at the American Psychological Association Annual Convention, New York.

McGrew, K. (1995, July). *Expanded clinical interpretation of the WJ-R Tests of Cognitive Ability using individual tests and supplemental groupings*. Presentation at the Second Annual Psychoeducational Assessment Summer Institute, Brattleboro, VT.

McGrew, K. (1995, June). *Confessions of a quantoid. What I have learned about adaptive behavior from eight years of factor analysis research*. In R. Schalock (chair), *Adaptive behavior and its measurement*. Symposium conducted at the annual meeting of the American Association on Mental Retardation, San Francisco, CA.

McGrew, K. (1995, May). *Recent advances in research on intelligence. Implication for assessment*. Presentation at the Minnesota Psychological Association Annual Meeting, Brainerd, MN.

McGrew, K. (1995, April). *The modern Gf-Gc theory of intelligence. Implications for assessment and comparing the Wechsler and the WJ-R cognitive batteries*. Two presentations made at advanced WJ-R symposium, Cromwell, CT.

McGrew, K. (1995, March). *Why we can't say much about students with disabilities during education reform*. Presentation at the Ninth Annual Conference on the Management of Federal/State Data Systems, Baltimore, MD.

McGrew, K. (1995, March). *Intelligence is a "many splendored" thing. Implications of theories of multiple intelligences*. Presentation at the National Association of School Psychologists Convention, Chicago, IL.

Flanagan, D., & McGrew, K. (1995, March). *Will you evolve or become extinct? Interpreting intelligence tests according to Gf-Gc theory*. Presentation at the National Association of School Psychologists Convention, Chicago, IL.

McGrew, K. (1994, March). *An introduction to the Gf-Gc theory of intelligence*. Mini-skills workshop at the National Association of School Psychologists Convention, Seattle, WA.

McGrew, K. (1994, April). *Comparison of the Wechsler and WJ-R Cognitive batteries; Best practices in aptitude/achievement discrepancies: Clinical interpretation of the WJ-R tests of cognitive ability*. Three presentations made at an advanced WJ-R seminar, Reston, VA.

Bruininks, R., & McGrew, K. (1993, July). *Adaptive behavior. Definition, uses, and issues*. Paper presented at the International Conference on Disabilities and Adaptive Behaviors, Bilbao, Spain.

McGrew, K. (1993, Oct.). *New research on intelligence. Implications for assessment*. Presentation made at the Child Guidance Center of Greater Winnipeg, Winnipeg, Canada.

McGrew, K. & Bruininks, R. (1993, July). *Dimensions of personal competence and adjustment in the community*. Paper presented at the International Conference on Disabilities and Adaptive Behaviors, Bilbao, Spain

McGrew, K., Spiegel, A., & Thurlow, M. (1993, April). *Inclusion of students with disabilities in state and national assessments*. Paper presented at the Annual Council for Exceptional Children Convention, San Antonio, TX.

McGrew, K. & Woodcock, R. (1993, April). *New concepts about intelligence and their implications for school psychology*. Preconvention workshop at the National Association of School Psychologists Convention, Washington, D.C.

McGrew, K. (1992, March). *The Woodcock-Johnson-Revised Cognitive Tests. Promising measures for identifying aptitude-treatment interactions?* Paper presented at National Association of School Psychologists Convention, Nashville, TN.

McGrew, K. (1992, Oct.). *The FISC Individualized Family-Centered Assessment and Planning Process*. Presentation made at the Minnesota School Psychologists Fall Conference, Brooklyn Park, MN.

McGrew, K., Bruininks, R., Lewis, D., & Johnson, D. (1992, Aug.). *Perspectives on community adjustment. Multidimensional outcome measures on young adults with disabilities*. Paper presented at Ninth World Congress of the International Association for the Scientific Study of Mental Retardation, Brisbane, Australia.

McGrew, K., & Gilman, C. (1992, March). *An individualized family-centered approach to program planning*. Paper presented at National Association of School Psychologists convention, Nashville, TN.

McGrew, K., Thurlow, M., & Spiegel, A. (1992, April). *The sensitivity of the national educational data system to the assessment of outcomes for students with disabilities*. Paper presented at the annual National Council on Measurement in Education Meeting, San Francisco, CA.

Shriner, J., Thurlow, M., Bruininks, R., Deno, S., Ysseldyke, J., & McGrew, K. (1992, April). *National survey of state practices in assessment of educational outcomes for students with disabilities*. Paper presented at the American Education Research Association Annual Meeting, San Francisco, CA.

Ittenbach, R., Bruininks, R., Thurlow, M., & McGrew, K. (1991, April). *Community integration of young adults with mental retardation*. Paper presented at the American Educational Research Association annual meeting in Chicago, IL.

Krepel, T., McGrew, K., & Grady, M. (1991, Aug.). *The national goals for education. Challenges in policy, research and measurement*. Paper presented at the National Council of Professors of Education Administration, Fargo, ND.

McGrew, K. (1991, Feb.). *The WJ-R cognitive battery. No longer the Rodney Dangerfield of intelligence tests*. Presentation made at the Minnesota School Psychologists Midwinter Conference, Brainerd, MN.

McGrew, K. (1991, June). *A multidimensional approach to post-school outcome assessment*. Presentation at Secondary Transition Intervention Effectiveness Institute, Washington, D.C.

McGrew, K. (1991, Nov.). *The WJ-R cognitive battery. No longer the Rodney Dangerfield of intelligence tests*. Presentation made as part of the Woodcock-Johnson Advanced Symposium, Chicago.

McGrew, K., & Bruininks, R., (1991, April). *Dimensions of personal competence and adjustment in the community*. Paper presented at the Eighth World Congress of the International Association for the Scientific Study of Mental Deficiency, Hong Kong.

McGrew, K. (1990, Feb.). *Selecting and using informal and formal family assessment tools*. Presentation to the Family Matters Conference, St. Cloud, MN.

McGrew, K. (1990, April). *A comparison of major adaptive behavior scales*. Presentation at the Adaptive Behavior Conference, Minnesota Department of Education, St. Paul, MN.

McGrew, K. (1990, March). *Comparative Horn-Cattell Gf-Gc factor structure of five intelligence batteries*. Paper presented at the National Association of School Psychologists convention, San Francisco, CA.

McGrew, K. (1990, March). *Analysis of the new Woodcock-Johnson Battery*. Presentation made to the Trainers of School Psychologists at the annual convention of the National Association of School Psychologists convention, San Francisco, CA.

McGrew, K., & Johnson, S. (1990, March). *The development of individual family service plans. A demonstration project*. Paper presented at the National Association of School Psychologists convention, San Francisco, CA.

McGrew, K. (1989, March). *Factor structure of the Woodcock-Johnson Psycho-Educational Battery. Confirmatory factor analysis from kindergarten to adulthood*. Paper presented at the National Association of School Psychologists convention, Boston, MA.

McGrew, K., & Bruininks, R. (1989, March). *Adaptive and maladaptive behavior. Testing models of personal competence*. Paper presented at the National Association of School Psychologists convention, Boston, MA.

Bruininks, R., McGrew, K., Thurlow, M., & Lewis, D. (1988, Aug.). *Dimensions of community adjustment among young adults with intellectual disabilities*. Paper presented at the Eighth World Congress of the International Association for the Scientific Study of Mental Deficiency, Dublin, Ireland.

McGrew, K. (1987, March). *Exploring the structure of adaptive behavior*. Paper presented at the National Association of School Psychologists convention, New Orleans, LA.

McGrew, K. (1986, May). *A multivariate analysis of the Woodcock-Johnson/Wechsler discrepancy controversy*. Paper presented at the Western Psychological Association convention, Seattle, Washington.

McGrew, K. (1986, May). *Exploring the structure of adaptive behavior in handicapped and nonhandicapped populations*. Research presentation at Phyllis K. Mirkin Lectureship Series in Special Education, University of Minnesota, Minneapolis, MN.

McGrew, K. (1986, August. 1987, March). *Interpretation of the Woodcock-Johnson Tests of Cognitive Ability*. Presentation made to the Trainers of School Psychologists at the annual convention of the American Psychological Association, Washington, D.C. Similar presentation repeated March, 1987 at National Association of School Psychologists convention, New Orleans, LA.

McGrew, K. (1984, April). *Subtest research with the Woodcock-Johnson Tests of Cognitive Ability*. Paper presented at the National Association of School Psychologists convention, Philadelphia, PA.

McGrew, K. (1982, March). *Comparison of the WISC-R and Woodcock-Johnson Tests of Cognitive Ability*. Paper presented at the National Association of School Psychologists convention, Toronto, Ontario, Canada.

NEWSLETTER ARTICLES

- Ortiz, S., Flanagan, D.P., & McGrew, K. S. (1999). Assessment in school psychology. Past, present, and future. *NASP Communiqué*, 28 (2), 30-32.
- McGrew, K. S., Flanagan, D. P., & Keith, T. Z. (1999). *Gf-Gc* theory and the organization of abilities. Response to Naglieri and Sullivan. *NASP Communiqué*, 27 (6), 28-29.
- McGrew, K., & Flanagan, D. (1996). The Wechsler Performance Scale debate. Fluid Intelligence (*Gf*) or Visual Processing (*Gv*)? *NASP Communiqué*, 24(6).
- Flanagan, D. & McGrew, K. (1995). The field of intellectual assessment. A current perspective. *The School Psychologist*, 49(1).
- McGrew, K., & Flanagan, D. (1995). A cross-battery approach to intelligence test interpretation. *NASP Communiqué*, 24(4).
- McGrew, K. (1994). The achievement content criticism of the WJ and WJ-R. A myth. *NASP Communiqué*, 22 (8).
- McGrew, K. (1994). School psychologists vs. school proceduralists. A response to Willis and Dumont. *NASP Communiqué*, 22.
- McGrew, K. (1993) Intelligence testing and *Gf-Gc* theory. *NASP Communiqué*, 21(5).
- McGrew, K. (1990). An individualized family-centered approach to assessment and planning. *NASP Communiqué*, 19(2).
- McGrew, K. (1989). A school psychologist as applied researcher. *NASP Communiqué*, 18(3).
- McGrew, K. (1988). A response to. Should a single criterion for learning disability eligibility be employed? *NASP Communiqué*, 16(8).
- McGrew, K. (1987). School psychologists' acceptance of the Woodcock-Johnson Tests of Cognitive Ability. *Trainers' Forum. Newsletter of Trainers of School Psychologists*, 7(2).