

Intelligent Testing with the WISC-V

Alan S. Kaufman, Susan Engi Raiford, Diane L. Coalson

Written by well-known experts in the field of testing, this indispensable theory-based resource provides comprehensive guidelines to administering, scoring, and interpreting the latest edition of the Wechsler Intelligence Scale for Children (WISC-V®). The authors offer valuable advice on clinical applications and illustrate how to gain an understanding of a child's specific areas of strength and weaknesses and how to translate these cognitive assets and deficits into appropriate suggestions for intervention.

Intelligent Testing with the WISC-V:

- Provides a broad-based interpretive system that integrates cognitive neuroscience, developmental psychology, clinical neuropsychology, and CHC theory. This allows you to select the method of interpretation that best meets the specific needs of each child.
- Features 17 clinical case reports of children and adolescents that illustrate a range of issues such as reading disorders, specific learning disabilities, autistic spectrum disorder, ADHD, and intellectual giftedness. Written by international leaders in the field of assessment, these reports reflect an incredible diversity of theoretical perspectives and a remarkable array of clinical approaches to understanding children. Every report is focused on interpreting and communicating test results and behaviors for effective educational and clinical intervention.
- Emphasizes simplicity in the interpretive approach. The WISC-V yields a wealth of scores - this book provides a system of profile interpretation that is built on rules of thumb and simple arithmetic.
- Includes six independent Buros-quality reviews of the WISC-V by leaders in the field. **Cecil R. Reynolds & Megan Hadorn * John O. Willis * Daniel C. Miller & Ryan McGill * Jack A. Naglieri * George McCloskey * Gary L. Canivez & Marley W. Watkins**
- Includes two new home-environment rating scales based on questions administered to the parents of the children and adolescents in the WISC-V standardization sample. One scale is designed to predict academic failure, the other to predict delinquency.

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Includes seventeen case reports from divergent theoretical and clinical perspectives

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