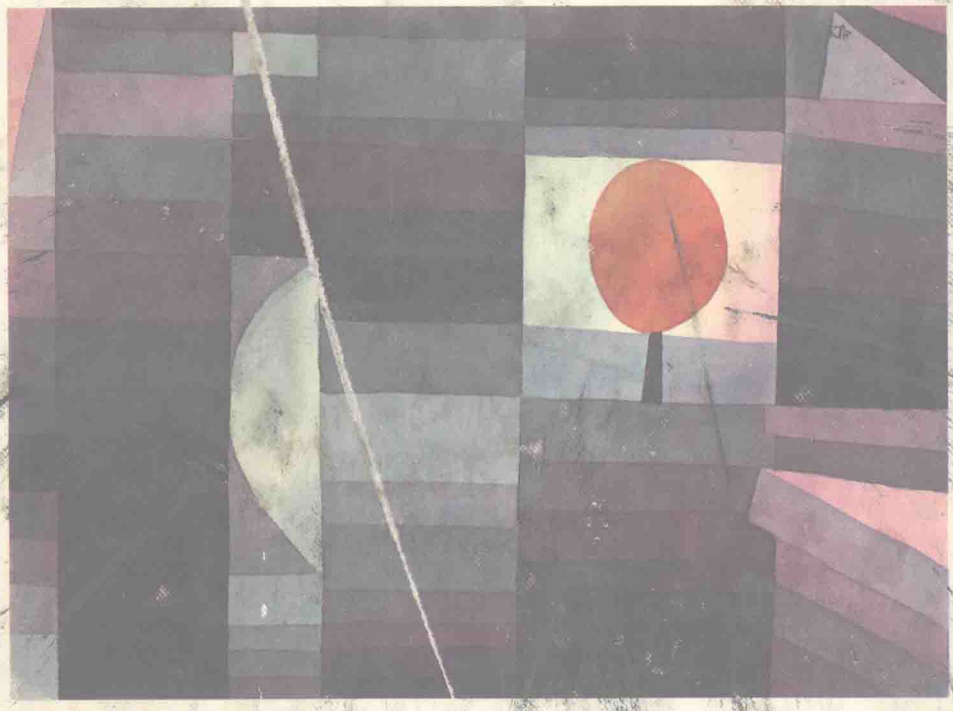
Jerome M. Sattler

ASSESSMENT OF CHILDREN'S INTELLIGENCE AND SPECIAL ABILITIES

Second Edition



Assessment of Children's Intelligence and Special Abilities

2ND EDITION

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Preface

Writing a book is an adventure; to begin with it is a toy and an amusement, then it becomes a master, and then it becomes a tyrant; and the last phase is just as you are about to be reconciled to your servitude—you kill the monster and fling him . . . to the public.

SIR WINSTON CHURCHILL
Saturday Review (1963)

The second edition of *Assessment of Children's Intelligence* has an expanded title: *Assessment of Children's Intelligence and Special Abilities.* The change reflects coverage of a wider range of assessment procedures, including, in addition to intelligence tests, achievement tests, perceptual-motor tests, adaptive behavior scales, and behavioral assessment procedures. These tests and procedures were added because each one contributes to the assessment task, and it is important for the student to learn how they can be integrated into an assessment battery. The use of a battery approach is especially important now that Public Law 94-142 stipulates that no single procedure shall be the sole criterion for determining an appropriate educational program for a child. Clinical and psychoeducational assessments require the administration of a battery of tests in order (a) to arrive at a thorough description of the child's assets and limitations and (b) to formulate a treatment or remedial plan. Although personality tests are frequently included in clinical and psychoeducational assessment batteries, they are not covered in this edition because the text focuses on intelligence and special abilities.

The second edition is a thorough revision. There are over 1,800 references, with approximately 600 from between 1974 and 1981. Some chapters have been reorganized, and new chapters have been written to cover basic psychometric concepts useful for assessment, assessment of learning disabilities, and special ability testing. When one or two references document a point in the text, they are cited directly in the chapter. For ease of reading, when three or more references document a point, they are placed in the Notes at the end of the book. Technical information regarding various issues in the text is also included in the Notes. The Glossary, which is new to this edition, includes terms from the areas of assessment, child psychopathology, psychometrics, and special education.

The book is designed to teach clinical assessment skills to students in clinical, school, and counseling psychology and to enable students in special education to

understand the assessment process. It also can serve as a reference book for practicing professionals in these areas. Other professionals, too, such as teachers, pediatricians, and speech therapists, will benefit from a study of the book. The text is recommended for courses in assessment of intelligence, assessment in clinical psychology, assessment in school psychology, psychoeducational assessment, assessment of learning disabilities, and assessment in special education. The book also may be used in specialized courses in tests and measurement.

The following measures are covered in the book:

AAMD Adaptive Behavior Scale (ABS)
AAMD Adaptive Behavior Scale–Public School Version (ABS-PSV)
Abbreviated Symptom Questionnaire
Adaptive Behavior Inventory for Children (ABIC)
AML Behavior Rating Scale
Auditory Discrimination Test (ADT)
Balthazar Scales of Adaptive Behavior
Bayley Scales of Infant Development
Behavior Problem Checklist
Bender Visual Motor Gestalt Test
Bilingual Syntax Measure and Bilingual Syntax Measure II
Boehm Test of Basic Concepts
Bruininks-Oseretsky Test of Motor Proficiency
Child Behavior Checklist
Child Behavior Scale
Classroom Adjustment Ratings Scale (CARS)
Classroom Reading Inventory
Columbia Mental Maturity Scale (CMMS)
Denver Developmental Screening Test (DDST)
Detroit Tests of Learning Aptitude
Developmental Test of Visual Motor Integration (VMI)
Developmental Test of Visual Perception (DTVP)
Devereux Adolescent Behavior Rating Scale
Devereux Child Behavior Rating Scale
Devereux Elementary School Behavior Rating Scale
Extended Merrill-Palmer Scale
Goldman-Fristoe-Woodcock Test of Auditory Discrimination
Goodenough-Harris Drawing Test (Draw-A-Man)
Halstead Neuropsychological Test Battery
Health Resources Inventory
Hyperkinesis Rating Scale
Illinois Test of Psycholinguistic Abilities, Revised Edition (ITPA)
Infant Psychological Developmental Scale
KeyMath Diagnostic Test
Kohn Problem Checklist
Kohn Social Competence Scales
Language Assessment Battery
Language Assessment Scales
Leiter International Performance Scale (LIPS)
Lindamood Auditory Conceptualization Test (LACT)
McCarthy Scales of Children's Abilities
Merrill-Palmer Scale of Mental Tests
Parent Symptom Questionnaire
Peabody Individual Achievement Test (PIAT)
Peabody Picture Vocabulary Test–Revised (PPVT-R)
Pictorial Test of Intelligence (PTI)
Preschool Attainment Record
Preschool Behavior Questionnaire
Progressive Matrices
Purdue Pegboard
Purdue Perceptual-Motor Survey
Quick Test
Reitan-Indiana Neuropsychological Test Battery for Children
Revised Visual Retention Test
San Diego Quick Assessment
Slosson Intelligence Test (SIT)
Southern California Sensory Integration Tests
Stanford-Binet Intelligence Scale (SB)
Sucher-Allred Reading Placement Inventory
System of Multicultural Pluralistic Assessment (SOMPA)
Teacher Behavioral Description Form
Teacher Questionnaire
T.M.R. School Competency Scales
Token Test for Children
Vineland Social Maturity Scale
Visual Aural Digit Span Test (VADS)

Wechsler Intelligence Scale for Children–Revised (WISC-R)
Wechsler Preschool and Primary Scale of Intelligence (WPPSI)
Wide Range Achievement Test (WRAT)
Woodcock-Johnson Psycho-Educational Battery
Woodcock Reading Mastery Tests

The book can be used in either a one- or a two-semester course in assessment. Various arrangements of chapters will meet the objectives of different courses. For example:

1. The entire text can be used in a comprehensive one-semester course designed for the assessment of intelligence and special abilities of children.
2. In a two-semester course, the material can be divided as follows. The first semester might cover theory, administration, and evaluation of intelligence tests, using Chapters 1 through 13 and Chapters 24 and 25; the second semester might cover test applications and special ability tests, using Chapters 14 through 23.

The second edition of *Assessment of Children's Intelligence and Special Abilities* is accompanied by two useful supplements. The *Instructor's Manual* contains information on how to organize an individual intelligence testing course; exercises covering clinical, technical, and professional skills; and essay, short answer, and multiple-choice questions. The *Student's Manual* contains an outline of each chapter; major terms and concepts for each chapter; review questions; sample multiple-choice questions; special exhibits to facilitate administering individual intelligence tests; supplementary tables to facilitate interpreting and using special tests; and appendixes with a discussion of the WAIS-R and tables to facilitate the interpretation of the WAIS-R. Because the WAIS-R is applicable for 16- to 18-year-olds, it is an important instrument in the assessment of children in late adolescence. While the WAIS-R could not be included in the text proper because it was published after the text was completed, it was included in the *Student's Manual.*

Acknowledgments

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My colleague William A. Hillix has made a significant contribution to my growth and development as a psychologist and writer. During my sixteen years at San Diego State University, Al has given generously of his time to read and comment on my work. His breadth of knowledge and keen judgment gave me invaluable insights. I feel honored to know him. This book, in part, is dedicated to Al as a small token of my gratitude.

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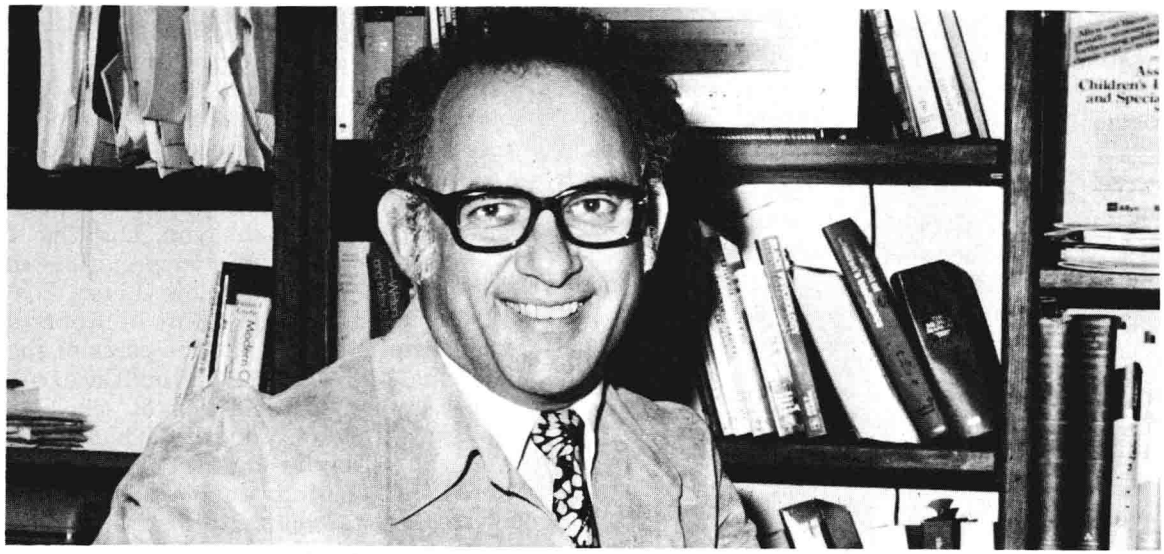

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