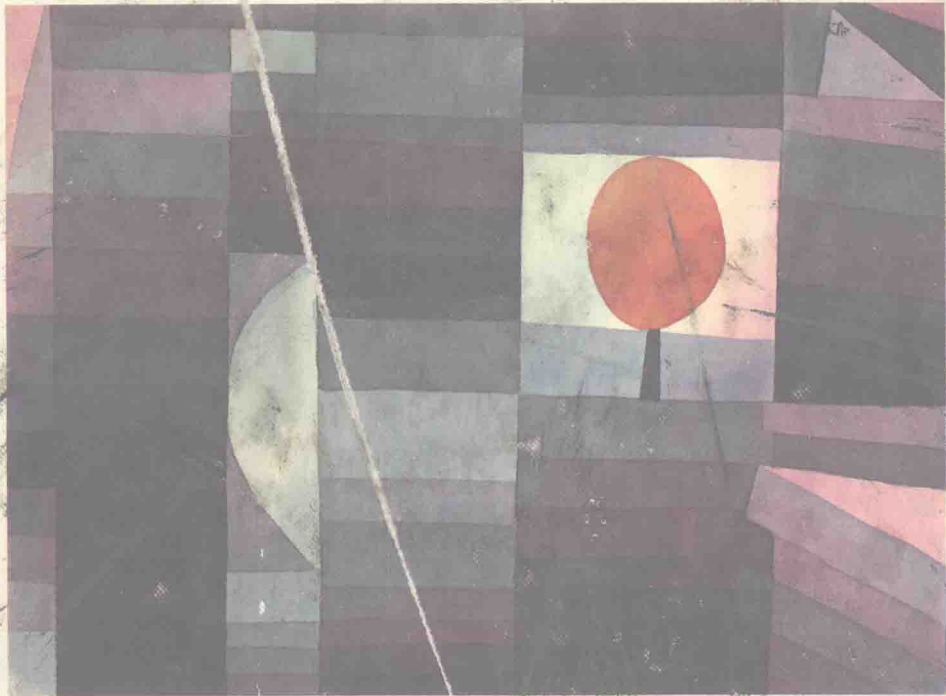


Jerome M. Sattler

ASSESSMENT
OF
CHILDREN'S
INTELLIGENCE
AND SPECIAL
ABILITIES

Second Edition



*Assessment of
Children's
Intelligence and
Special Abilities*

2ND EDITION

Jerome M. Sattler
San Diego State University

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List of Tables

- | | | | |
|-------|---|-------|---|
| | Historical Landmarks in Cognitive and Educational Assessment inside front cover | | |
| 1-1. | Guidelines for Evaluating a Test 7 | 7-1. | Suggestions for Administering Specific Stanford-Binet Tests 116 |
| 2-1. | Some Common Statistical and Psychometric Symbols and Abbreviations 13 | 7-2. | Examples of Modifications for Stanford-Binet Tests at Year Levels II Through V 118 |
| 3-1. | Comparisons Between Binet and Point Scales 34 | 7-3. | Credit Allotted for Stanford-Binet (L-M) Year Levels 123 |
| 3-2. | Some Definitions of Intelligence 37 | 8-1. | Rank Order of Categories in Stanford-Binet (L-M) 137 |
| 3-3. | Outline of Piaget's Periods of Intellectual Development 42 | 8-2. | Sample Calculation of Variability in Stanford-Binet Scores 139 |
| 3-4. | Comparison of Piagetian and Psychometric Approaches to Intelligence 43 | 9-1. | Average Reliability Coefficients and Standard Errors of Measurement for WISC-R Subtests and Scales 147 |
| 4-1. | Mean IQ of Different Professional and Occupational Groups 48 | 9-2. | Test-Retest WISC-R IQs for Three Groups of Children 148 |
| 4-2. | Median Correlation Coefficients Between IQs of Persons of Different Degrees of Relationship 49 | 9-3. | Concurrent Validity Studies for the WISC-R 150 |
| 4-3. | Concurrent Relationships Between Environmental Variables and Stanford-Binet IQs 53 | 9-4. | Illustrations of Normative Changes on the WISC-R Coding Subtest 151 |
| 4-4. | Correlations Between Mental Ability Test Scores and Environmental Variable Test Scores 54 | 9-5. | Relationship of WISC-R IQs to Sex, Race, Occupation of Head of Household, Urban-Rural Residence, and Geographic Residence 152 |
| 4-5. | Effects of Anxiety on Test Performance 55 | 9-6. | Factor Loadings of WISC-R Subtests for Eleven Age Groups (Varimax Rotation) 153 |
| 4-6. | Median Correlations Across Studies Between Infant Test Scores and Childhood IQ 57 | 9-7. | WISC-R Subtests as Measures of <i>g</i> 154 |
| 4-7. | Intercorrelations Between Mental Development Scores at Ages 3 Months to 36 Months 58 | 9-8. | Amount of Specificity for WISC-R Subtests 155 |
| 4-8. | Comparison of Criterion-Referenced and Norm-Referenced Tests 60 | 9-9. | Eleven Scoring Discrepancies Between WISC-R Manual and Two Scoring Guides 160 |
| 4-9. | Intelligence Testing: Pro and Con 63 | 11-1. | Sample Procedure for Comparing Subtest Scaled Scores to Mean 197 |
| 4-10. | Some Misconceptions about Intelligence Tests and Testing 64 | 11-2. | Illustrations of Hypotheses Developed from Verbal-Performance Discrepancies 200 |
| 5-1. | Rating Scale for Physically Handicapped Children 78 | 12-1. | Average Reliability Coefficients and Standard Errors of Measurement for WPPSI Subtests and Scales 208 |
| 5-2. | A General Outline of Testing Procedures 89 | 12-2. | Test-Retest WPPSI IQs for Fifty Children Between 5¼ and 5¾ Years of Age 209 |
| 6-1. | Some Characteristics of the Binet-Simon and Stanford-Binet Scales 107 | 12-3. | Correlations Between WPPSI and Two Reading Tests 210 |
| 6-2. | Comparison of IQs Yielded by the 1960 and 1972 Stanford-Binet (L-M) Norms for Selected Chronological Ages 109 | 12-4. | Factor Loadings of WPPSI Subtests for Six Age Groups (Varimax Rotation) 211 |

- 12-5. WPPSI Subtests as Measures of *g* 212
- 12-6. Means and Standard Deviations of WPPSI IQs for SES, Residence, and Region 213
- 13-1. Illustrations of WPPSI Deviations from Mean Scaled Scores for Children with Learning Disabilities in First Grade 231
- 14-1. Abilities Thought to Be Measured by McCarthy Scales and Subtests 238
- 14-2. Detroit Tests of Learning Aptitude 245
- 14-3. Short Scoring Guide for Draw-A-Man Test 249
- 14-4. Illustrative Items on the Bayley Scales of Infant Development 254
- 15-1. Description of ITPA Subtests 269
- 16-1. Description of Tests on the Bruininks-Oseretsky Test of Motor Proficiency 303
- 17-1. AAMD Adaptive Behavior Scale Domains 310
- 17-2. Sample Items from the Vineland Social Maturity Scale 315
- 17-3. Illustrations of Items on the Balhazar Scales of Adaptive Behavior 318
- 17-4. Classroom Adjustment Ratings Scale 321
- 17-5. The Preschool Behavior Questionnaire 322
- 17-6. Health Resources Inventory I 324
- 17-7. Hyperkinesis Rating Scale 325
- 20-1. Reported Correlates of Developmental Dyslexia 395
- 20-2. Syndromes in Dyslexic Children 397
- 20-3. A Composite Behavioral Symptomatology of Reading Disorders 401
- 20-4. Characteristics Associated with Four Major Patterns of Deviant Behaviors in Children, and Suggested Educational Programming 411
- 21-1. Classification of Mental Retardation 425
- 21-2. Levels of Adaptive Behavior for the Mentally Retarded 426
- 21-3. Hypothetical Prevalence Rates of Mental Retardation per 1,000 Population and Hypothetical Nationwide Prevalence Using -2 Standard Deviation Cutting Score for Estimates of the Population Correlation Between Measured Intelligence and Adaptive Behavior 430
- 22-1. Possible Signs and Symptoms of Brain Damage Observed on the Neuropsychological Examination 452
- 22-2. Description of the Halstead Neuropsychological Test Battery for Children and the Reitan-Indiana Neuropsychological Test Battery 454
- 22-3. Possible Indications of Brain Damage on the Stanford-Binet 459
- 22-4. Possible Indications of Brain Damage on WISC-R Subtests and Scales 460
- 22-5. Right-Left Discrimination Test 463
- 22-6. Finger Localization Test 464
- 23-1. Clinical Symptoms of Four Types of Childhood Psychoses 471
- 23-2. Behavior Rating Scale for Psychotic Children 485
- 24-1. Behavior and Attitude Checklist 497
- 25-1. Representative Court Cases Involving Assessment and Placement of Ethnic Minority Children and Handicapped Children in Special Education Classes 525
- C-1. Confidence Intervals for Stanford-Binet IQs 553
- C-2. Stanford-Binet Year Levels Corresponding to Normal Variability for Either a CA or MA Reference Point 554
- C-3. A Conversion of the Stanford-Binet *Published* Mental Age Scores into *Corrected* Mental Age Scores for 1972 Standardization Sample 555
- C-4. Analysis of Functions of Stanford-Binet Tests (Form L-M) 556
- C-5. Confidence Intervals for WISC-R Scales 565
- C-6. Significant Differences Between WISC-R Scaled Scores, IQs, and Factor Scores 567
- C-7. Differences Required for Significance When Each WISC-R Subtest Scaled Score Is Compared to the Mean Scaled Score for Any Individual Child 568

- C-8. Estimated WISC-R Deviation IQs for Verbal Comprehension, Perceptual Organization, and Freedom from Distractibility Factors 570
- C-9. Extrapolated IQ Equivalents of Sums of Scaled Scores for WISC-R 571
- C-10. Probability of Obtaining Designated Differences Between Individual WISC-R Verbal and Performance IQs 572
- C-11. Percentage of Population Obtaining Discrepancies Between WISC-R Verbal and Performance IQs 572
- C-12. Validity Coefficients of Proposed WISC-R Short Forms 573
- C-13. Yudin's Abbreviated Procedure for the WISC-R as Modified by Silverstein 573
- C-14. WISC-R Structure of Intellect Classifications 574
- C-15. Interpretative Rationales, Implications of High and Low Scores, and Instructional Implications for WISC-R Subtests 577
- C-16. Confidence Intervals for WPPSI Scales 583
- C-17. Significant Differences Between WPPSI Scaled Scores and Between IQs 584
- C-18. Differences Required for Significance When Each WPPSI Subtest Scaled Score Is Compared to the Mean Scaled Score for Any Individual Child 584
- C-19. Extrapolated IQ Equivalents of Scaled Scores for WPPSI 585
- C-20. Probability of Obtaining Designated Differences Between Individual WPPSI Verbal and Performance IQs 586
- C-21. Percentage of Population Obtaining Discrepancies Between WPPSI Verbal and Performance IQs 586
- C-22. Validity Coefficients of Proposed WPPSI Short Forms 587
- C-23. Yudin's Abbreviated Procedure for the WPPSI as Modified by Silverstein 587
- C-24. WPPSI Structure of Intellect Classifications 588
- C-25. Interpretative Rationales and Implications of High and Low Scores for WPPSI Subtests 591
- C-26. Constants for Converting Wechsler Composite Scores into Deviation Quotients 595
- C-27. Estimated WISC-R and WPPSI Full Scale Deviation IQs for Vocabulary plus Block Design Scaled Scores 595
- C-28. Percentile Ranks and Suggested Qualitative Descriptions for Scaled Scores on WISC-R, WPPSI, and WAIS-R 596
- C-29. Interpretative Rationales, Implications of High and Low Scores, and Instructional Implications for Wechsler Scales and Factor Scores 597
- C-30. Suggested Remediation Activities for Combinations of Wechsler Subtests 599
- C-31. Confidence Intervals for the McCarthy Scales 600
- C-32. Differences Required for Significance When Each McCarthy Scale Index Is Compared to the Mean Scale Index for Any Individual Child 602
- C-33. Differences Required for Significance When Each PIAT Subtest Is Compared to the Mean Standard Score for Any Individual Child 602
- C-34. Landmarks of Normal Behavior Development 603
- C-35. Standard Scores for the Koppitz Developmental Scoring System 605
- C-36. Definitions of Categories in the Structure of Intellect 606
- C-37. Classification Ratings for IQs on Stanford-Binet, Wechsler Scales, and McCarthy Scales 607
- BC-1. Percentile Ranks for Deviation IQs inside back cover

List of Figures

- Jerome M. Sattler xxiv
- 2-1. Relationship of Normal Curve to Various Types of Standard Scores 16
- 3-1. An Announcement for Galton's Laboratory 30
- 3-2. Guilford's Structure of Intellect Model 39
- 3-3. Vernon's Hierarchical Model of Intelligence 40
- 5-1. Survey of Degree of Physical Handicap 77
- 6-1. Alfred Binet 97
- 6-2. Lewis M. Terman 102
- 6-3. Maud Merrill James 105
- 7-1. Stanford-Binet Intelligence Scale, Form L-M 115
- 7-2. Cover Page of Stanford-Binet Record Booklet 122
- 7-3. Year Levels II and II-6 of Stanford-Binet (L-M) Record Booklet 124
- 8-1. The Binetgram 135
- 9-1. Wechsler Intelligence Scale for Children-Revised 145
- 9-2. David Wechsler 146
- 9-3. Cover Page of WISC-R Record Booklet 157
- 12-1. Wechsler Preschool and Primary Scale of Intelligence 207
- 13-1. Cover Page of WPPSI Record Booklet 220
- 13-2. Two Examples of Failures on the Mazes Subtest 232
- 14-1. Cognitive Components of the Four Dimensions Measured on the Extended Merrill-Palmer Scale 242
- 14-2. Sample Progressive Matrices Items 247
- 14-3. Leiter International Performance Scale 251
- 16-1. Designs on the Bender Visual Motor Gestalt Test 288
- 18-1. A Paradigm for the Analysis of Influencing Variables 331
- 18-2. Illustrations of Types of Solutions on the Plan-of-Search Test 350
- 19-1. Environmental Relationships Between Poverty and Educational Failure 379
- 21-1. Mean Number of Trial Blocks to Concept Attainment over Problems 436
- 22-1. Lateral View of the Cerebrum, Cerebellum, and Part of the Brain Stem 448
- 25-1. The Cascade System of Special Education Service 521

List of Exhibits

- 1-1. Psychological Reports Do Count: The Case of *Daniel Hoffman v. the Board of Education of the City of New York* 1
- 1-2. Psychological Evaluation: A Boy with Learning Problems 9
- 3-1. Galton's Anthropometric Lab at the International Health Exhibition 28
- 3-2. Biographical Profile: David Wechsler 35
- 3-3. Intelligence Tests in the Year 2000: What Form Will They Take and What Purposes Will They Serve? 44
- 4-1. Implications of Infant Intelligence for an Understanding of Variations in Intelligence 50
- 5-1. A Portrait of Successful Examiners 68
- 5-2. Psychological Evaluation: Developmental Delay Coupled with Limited Cognitive Skills, Mild Cerebral Palsy 84
- 5-3. Research Highlight: Expectancy Effects on IQs Obtained by Mentally Retarded Children 87
- 6-1. Some of Binet's and Simon's Views About Intelligence 96
- 6-2. Description of the 1905 Scale 100
- 6-3. Biographical Profile: Lewis M. Terman (1877-1956) 103
- 6-4. Biographical Profile: Maud Merrill James (1888-1978) 106
- 7-1. Some of Binet's and Simon's Suggestions for Administering an Intelligence Test 113
- 8-1. Psychological Evaluation: A Child with Average Ability on the Stanford-Binet 128
- 8-2. Exercises for the Stanford-Binet 141
- 9-1. Illustrations and Descriptions of Items Like Those on the WISC-R 143
- 9-2. Obtaining Deviation Quotients for Short Forms 162
- 11-1. Psychological Evaluation: An Emotionally Disturbed Seven-Year-Old Examined with the WISC-R 190
- 11-2. Procedure Used to Determine Whether Two Scores in a Profile Are Significantly Different 196
- 11-3. Exercises for the WISC-R 204
- 12-1. Illustrations and Descriptions of Items Like Those on the WPPSI 206
- 13-1. Psychological Evaluation: A Child with Developmental Immaturity Evaluated by the WPPSI 217
- 14-1. Psychological Evaluation: Fetal Alcohol Syndrome (Initial Evaluation) 235
- 15-1. Psychological Evaluation: Auditory and Visual Processing Deficits 257
- 16-1. Psychological Evaluation: Auditory Processing Deficit 285
- 17-1. Psychological Evaluation: Fetal Alcohol Syndrome (Second Reevaluation) 307
- 18-1. Three Children with School Handicaps 328
- 18-2. Research Highlight: Effects on Teachers' Expectancies of Labeling a Child "Educable Mentally Retarded" 336
- 18-3. Psychological Evaluation: A Borderline Child Evaluated with a Behavioral Assessment Focus 339
- 19-1. How to Establish Rapport with an Inner City Child: The Education of a Psychologist 354
- 19-2. Research Highlight: Pitfalls in the Measurement of Intelligence of Urban Children—An Example of Inadequate Methodology 362
- 19-3. Psychological Evaluation (Brief Report): A Navajo Adolescent 377
- 20-1. Psychological Evaluation: Visual-Spatial Dyslexia (Visual-Spatial Processing Deficit) 389
- 20-2. Our Incredible Language 393
- 20-3. Psychological Evaluation: Attention Deficit Disorder with Hyperactivity 404
- 21-1. Psychological Evaluation: A Slower Learner 421
- 21-2. Psychological Evaluation: Mental Retardation of Unknown Etiology 428

- 21-3. Effects of Behavioral Training on the Functioning of a Profoundly Retarded Microcephalic Teenager 435
- 21-4. Psychological Evaluation: A Gifted Child 438
- 22-1. Psychological Evaluation: An Automobile Accident Results in Brain Damage 443
- 22-2. Psychological Evaluation: Brain Damage as a Result of a Brain Tumor 455
- 22-3. Psychological Evaluation: Psychogenic Symptoms Mask Cerebral Disease in a Nine-Year-Old Boy 461
- 23-1. Psychological Evaluation: A Profoundly Disturbed Youngster, Possibly Classified as Childhood Schizophrenic 468
- 23-2. Psychological Evaluation: An Autistic Child 472
- 23-3. A Composite Description of Childhood Schizophrenic Children 477
- 23-4. Psychological Evaluation: Schizoid Personality or Possible Pre-Schizophrenic Reaction 478
- 23-5. The Interweaving of Assessment and Treatment in a Seven-and-a-Half-Year-Old Autistic Boy 481
- 23-6. Research Highlight: Follow-up Studies of Autistic Children and Schizophrenic Children 483
- 24-1. Some Prescriptions for Good Report Writing 492
- 24-2. Exercises for General Test Interpretation and Report Writing 511
- 25-1. Suggestions for Working with Teachers 513
- 25-2. American Psychological Association's Statement on Education for All Handicapped Children Act of 1975 (P.L. 94-142) 523
- 25-3. Suggestions for Working with Parents of Handicapped Children 529

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
 Hyperkinesia 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 In-
telligence (WPPSI)

Wide Range Achievement Test (WRAT)

Woodcock-Johnson Psycho-Educational Bat-
tery

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*.

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The present text evolved over a period of six years after the publication of the first edition of *Assessment of Children's Intelligence*. Throughout this period, my editor at W. B. Saunders, Baxter Venable, was a constant source of encouragement. In our numerous discussions, we planned a revision that would be even more useful, informative, and readable. His enthusiasm for the first edition, as well as for the new edition, matched mine. Shortly before the completion of the new edition, CBS transferred the college division of W. B. Saunders to another publishing subsidiary, which decided not to go along with our plans for the new edition. However, they graciously gave me a release and allowed me to select another publisher. Allyn and Bacon was my choice.

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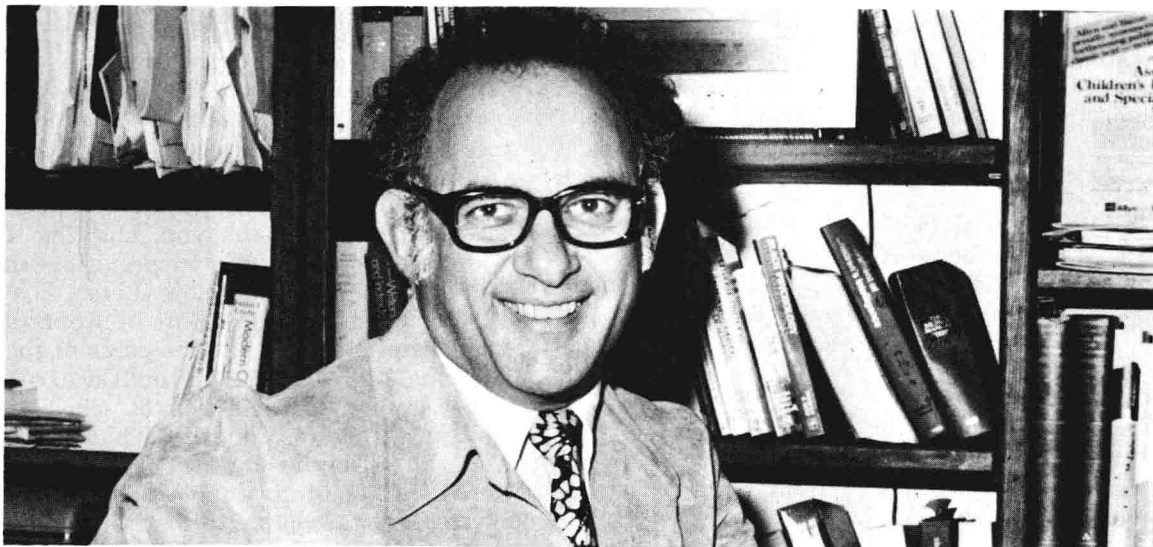
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Contents

<i>Preface</i>	xix
<i>Acknowledgments</i>	xxii
1. Introduction	1
<i>Behavioral Objectives of Text</i>	6
<i>Summary</i>	11
2. Useful Statistics for the Assessment of Intelligence and Special Abilities	12
<i>Descriptive Statistics</i>	12
<i>Multiple Correlation</i>	17
<i>Norm-Referenced Measurement</i>	17
<i>Derived Scores</i>	18
<i>Statistical Significance</i>	20
<i>Reliability</i>	21
<i>Validity</i>	23
<i>Factor Analysis</i>	25
<i>Summary</i>	26
3. Historical Survey and Theories of Intelligence	28
<i>Nineteenth-Century Developments</i>	29
<i>Twentieth-Century Developments</i>	32
<i>Definitions of Intelligence</i>	34
<i>Factor Analytic Theories of Intelligence</i>	36
<i>Other Approaches to Intelligence</i>	40
<i>Comment on Modern Views of Intelligence</i>	42
<i>Summary</i>	44
4. Issues Related to the Measurement and Change of Intelligence	47
<i>Intellectual Functioning: Hereditary and Environmental Influences</i>	48
<i>Stability and Change of Intelligence</i>	56
<i>Distinction Between Intelligence Tests and Achievement Tests</i>	59
<i>Criterion-Referenced vs. Norm-Referenced Testing</i>	59
<i>Mental Age</i>	61
<i>Cortical Evoked Potential and Intelligence</i>	62
<i>Reaction Time, Movement Time, and Intelligence</i>	62
<i>The Testing of Intelligence: Pro and Con</i>	62
<i>Summary</i>	65

5. **The Examination Process** 68
 - Establishing Rapport* 69
 - Testing Preschool Children* 71
 - Testing Ethnic Minority Children* 73
 - Comments on Testing Handicapped Children* 73
 - Testing Emotionally Disturbed and Delinquent Children* 74
 - Testing Psychotic Children* 75
 - Testing Brain-Injured Children* 75
 - Testing Mentally Retarded Children* 76
 - Testing Physically Handicapped Children* 76
 - Examiner Halo Effects* 83
 - Suggestions for Administering Tests* 86
 - General Comment Concerning Testing Skills* 93
 - Summary* 94
6. **Development of the Stanford-Binet Intelligence Scale** 96
 - The 1905, 1908, and 1911 Scales* 99
 - Other Comments About Binet and Simon* 99
 - The Binet-Simon Scale in the United States* 102
 - Concluding Comment on the Binet-Simon Scale* 110
 - Summary* 111
7. **Administering the Stanford-Binet Intelligence Scale** 113
 - Where to Begin Testing* 114
 - Effects of Not Having a Basal Level or a Ceiling Level* 114
 - General Administrative Suggestions* 116
 - Modifying Test Procedures* 117
 - Testing of Limits* 118
 - Short Forms of the Stanford-Binet* 119
 - Completing the Record Booklet* 120
 - Summary* 127
8. **Interpreting the Stanford-Binet Intelligence Scale** 128
 - Qualitative Observations* 131
 - Factor Analysis* 133
 - Classification Systems and Profile Analysis* 133
 - Interpreting Mental Age on the 1972 Stanford-Binet Norms* 139
 - Sex Differences* 139
 - Stanford-Binet and Other Intelligence Tests* 140
 - Test Your Skills* 140
 - Summary* 140
9. **Wechsler Intelligence Scale for Children-Revised (WISC-R): Description** 143
 - Standardization* 145
 - Deviation IQs, Scaled Scores, and Test-Age Equivalents* 146
 - Reliability* 146
 - Validity* 148
 - Intercorrelations Between Subtests and Scales* 149
 - Comparability of WISC-R and WISC IQs and Coding Scores* 150
 - WISC-R IQs and Stratification Variables* 151
 - Factor Analysis* 154
 - Administering the WISC-R* 156
 - Short Forms of the WISC-R* 161
 - Choosing Between the WISC-R and the WPPSI and Between the WISC-R and the WAIS* 163
 - Administering the WISC-R (and WPPSI and WAIS-R) to Handicapped Children* 164
 - Assets of the WISC-R* 165
 - Limitations of the WISC-R* 166
 - Concluding Comment on the WISC-R* 167
 - Summary* 168
10. **WISC-R Subtests** 170
 - Information* 170
 - Similarities* 172
 - Arithmetic* 173
 - Vocabulary* 174
 - Comprehension* 176
 - Digit Span* 178
 - Picture Completion* 179
 - Picture Arrangement* 181
 - Block Design* 182