WISC-V
WECHSLER INTELLIGENCE SCALE FOR CHILDREN® - FIFTH EDITION

WISC-V A&NZ
Frequently Asked Questions

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WHY CHOOSE THE WISC-V A&NZ?

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What is Intelligence?

"The capacity of the individual to **act purposefully**, to **think rationally**, and to **deal effectively with his/her environment**."
(Wechsler, 1944)

Wechsler utilised subtests designed to measure aspects of intelligence he felt to be important:
– Verbal comprehension/crystallised knowledge
– Abstract/fluid reasoning
– Visual-perceptual/spatial reasoning
– Memory
– Processing speed
– Quantitative reasoning

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Why do we use the WISC-V?

- As part of a **comprehensive** psycho-educational evaluation to aide in the
  – Identification of intellectual disability
  – Identification of specific learning disabilities
  – Identification of intellectual giftedness
- Determine **placement** in specialised programs/ funding
- **Neuropsychological** evaluation
- Clinical **intervention**
- **Research**

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New Zealand Psychologists Board

- Guidelines on the Use of Psychometric Tests *(updated March 2015)*:
  http://www.psychologistsboard.org.nz/best-practice-documents-and-guidelines2

  (Direct Link: http://www.psychologistsboard.org.nz/cms_show_download.php?id=463)

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STANDARDISATION & CULTURAL ISSUES

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WISC-V A&NZ Standardisation Process

- Primary objective was to provide Australian and New Zealand norms based on a census-matched sample of children aged 6:0-16:11
- Additional aims of the project included:
  - Language and cultural changes to items
  - Refinement of item order
  - Making final item decisions for scales where additional items had been added
  - Providing reliability and validity evidence for the final scale

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WISC-V A&NZ Normative Sample

- Stratified sample of 528 children based on Australian 2011 census *(Australian Bureau of Statistics)* and NZ 2013 census *(Statistics New Zealand)* according to the following variables:
  - **Age:** 11 age groups (6:0–6:11, 7:0–7:11, 8:0–8:11, 9:0–9:11, 10:0–10:11, 11:0–11:11, 12:0–12:11, 13:0–13:11, 14:0–14:11, 15:0–15:11, and 16:0–16:11)
  - **Gender:** 257 males (49%) and 271 females (51%)
  - **Parental education level:** 4 levels based on number of years of schooling

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WISC-V A&NZ Normative Sample cont.

– **Geographic location:** matched distribution of population
– **Urbanicity:** urban and rural, with a slight under-representation of the latter

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WISC-V A&NZ Normative Sample cont.

– **Ancestry, Ethnicity and Indigenous status:** similar percentages to census data
– **5% of the Australian sample identified as Aboriginal or TSI.**
– **23% of the NZ sample identified as New Zealand Māori**

	Stratified Sample		Census
	N	%	%
Australian			
English	152	34	32
Irish	26	6	8
Scottish	27	6	6
Italian	33	7	5
German	13	3	3
Chinese	12	3	4
Australian	234	53	46
Other	113	25	28
New Zealand			
New Zealand European	75	89	63
Maori	19	23	23
Samoan	4	5	6
Cook Island Maori	0	0	3
Tongan	1	1	3
Niuean	0	0	1
Chinese	0	0	3
Indian	0	0	3
Other	3	4	15

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NZPsS Bicultural Resources

- List of articles published in NZPsS publications with bicultural content:
  http://www.psychology.org.nz/nga-kete/nzpss-bicultural-resources/?#.Wuae8S5ubiw

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DIGITAL VS PAPER STORAGE & ETHICAL CONSIDERATIONS

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Using Digital Scoring Products

- Refer to Pearson's Legal Polices here:
  https://www.pearsonclinical.com/legal.html

- Should paper forms be kept if using Q-global?
  - Yes! Only the raw scores are entered into Q-global so you need to keep the Record Form and Response Booklets.

- What should a practitioner do if Pearson is unable to supply the forms in a timely manner?
  1. Make sure you order in a timely fashion ;)
  2. Use a photocopied form, transcribe it once the actual forms arrive, shred the photocopied form once complete

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Making Electronic File Copies - Pearson

- Permission is predicated on the following conditions:
  - Ensure that the test items **not** be included whenever possible;
  - That the tests are kept **separate** from other file material so that they are not inadvertently disclosed. Of course, there are situations that require disclosure of test material, but these are rare and are addressed with legal protective orders; and,
  - That the file containing the tests be **password protected** and **secure from unqualified users** (per the Pearson qualification policy) .

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New Zealand Psychologists Board

- Keeping Records of Psychological Services *(updated March 2014 & August 2017)*:
  http://www.psychologistsboard.org.nz/best-practice-documents-and-guidelines2

  (Direct Link:
  http://www.psychologistsboard.org.nz/cms_show_download.php?id=503)

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NZPB Record Keeping Guidelines

- Refer to the Health Information Security Framework (HISF) standards, including:
  - Confidentiality
  - Integrity
  - Availability
- Storage of psychological records on the "cloud":
  In accordance with the Privacy Act and the Health Information Privacy Code, **encrypting data** combined with using **password protection** are options to assist in reducing risk.

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Cloud Service Risk Assessment

- The Department of Internal Affairs (DIA) and the Government Chief Information Officer (GCIO) have issued a formal risk assessment tool that must be undertaken before a cloud service is adopted. Pearson has completed this Risk Assessment and local DHB's have been given **provisional approval** to use Pearson's **digital assessments**, including Q-interactive and Q-global. We are now working alongside MoE with the goal of achieving the same outcome.

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REPORTING

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What does Melissa recommend?

- Answer the **referral question**

- Describe the **individual**, not the test!

- Provide **goal-directed** recommendations

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But what does the research say?

- Brenner, E. (2003). *Consumer-Focused Psychological Assessment.* Professional Psychology: Research and Practice, 34(3), 240–247.

- Fletcher, J., Hawkins, T., & Thornton, J. (2015). *What Makes an Effective Psychoeducational Report? Perceptions of Teachers and Psychologists.* Journal of Psychologists and Counsellors in Schools, 25(1), 38–54.

- Mastoras, S.M., Climie, E.A., McCrimmon, A.W., & Schwean, V.L. (2011). *A C.L.E.A.R. Approach to Report Writing: A Framework for Improving the Efficacy of Psychoeducational Reports.* Canadian Journal of School Psychology, 26(2), 127–147.

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Brenner (2003)

- Psychologists and psychology trainees understand **less than 60%** of the key material in psychological assessment reports

- Most reports are written at the **15th- to 17th-grade** level, well beyond the level of most parents. Should be written at a **6th-to 8th-grade** level.
  – Shorten sentence lengths, increase the use of subheadings, minimise the use of acronyms and difficult words

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Brenner (2003)

- Administering unnecessary tests, or comparing the results of many subtests or scales, increases the likelihood of **Type I error** (chance occurrence)
  – McDermott and Glutting (1997) demonstrated this problem in their study of the widespread practice of comparing many subtest scores on the WISC-III. The investigators referred to the results of these comparisons as "illusions of meaning" (p. 163)

- **Recommendations** rated as most useful section in a psychological report

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Brenner (2003)

- Increase the **relevance** of psychological assessments and reports by:
  – Eliminating jargon and writing at the level of the consumer
  – Focussing on the referral question and minimising the use of 'stock-standard' batteries
  – Individualise assessment reports to capture the unique attributes of the client
  – Emphasise client strengths
  – Write concrete recommendations that address the specific needs of the referral source

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Mastoras et al. (2011)

- Some of the primary **issues** include:
  - poor readability
  - generic interpretation
  - test-by-test reporting
  - focus on client weaknesses
  - report length
  - poor links between the referral questions and results and recommendations

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Table 1. The C.L.E.A.R. Approach to Report Writing

Report writing concept	Description of the concept
Child-centered perspective	Emphasis is placed on individualized (rather than generic) description of the client's abilities and less on scores and numbers. Information is organized by theme rather than test-by-test.
Link referral questions, assessment results, and recommendations	Information pertaining to the referral question(s), results, and recommendations is explicitly linked so the reader is better informed about the purpose, results, and outcomes of the assessment.
Enable the reader with concrete recommendations	A smaller number of concrete, realistic, and implementable recommendations are preferred over a large number of vague suggestions. Use of the S.M.A.R.T. approach can ensure that recommendations are easily implemented.
Address strengths as well as weaknesses	A report that provides a balanced description of strengths and weaknesses is better received by stakeholders and provides rich information pertaining to the specific and overall abilities of clients.
Readability	Ensuring that reports are written at a level easily understood by most readers (e.g., Grade 12) will ensure that readers comprehend the information in the report and are better able to implement suggested recommendations.

Mastoras et al. (2011)

Joe performed in the Average range on a word definitions task. In contrast, he performed in the Borderline range on tasks requiring him to make meaningful associations between concepts or engage in social-reasoning. Thus, although Joe is able to recall and reproduce basic verbal information, he has a limited ability to use verbal information in more advanced problem solving. This finding is consistent with Mrs. Doe's report that Joe often fails to follow directions in the classroom. This difficulty may limit his ability to make connections between material presented to him or to decipher complex word problems.

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Fletcher et al. (2015)

- First study carried out in Australia

- Assessment does not comprise solely the accumulation of data but rather the **integration** and **interpretation** of data, in order to provide useful and meaningful descriptions for the benefit of the client

- Recent reviews of readability indicate the average reading grade level for current psychoeducational reports is **18.5**…that's doctoral level!

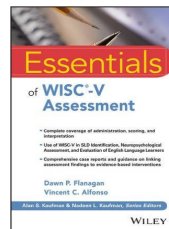ALWAYS LEARNING   PEARSON

Fletcher et al. (2015)

- Teachers **prefer** reports with:
  - a lower reading grade level (rated as being the most teacher friendly)
  - less technical language
  - results that were organised in themes rather than in a test-by-test format
  - 4 single-spaced pages (no more than 5-7 pages)

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RESOURCES
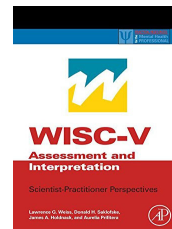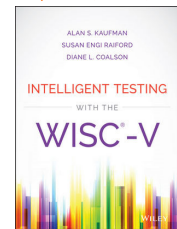

Flanagan & Alfonso

Weiss, Saklofsky, Holdnack & Prifitera

Kaufman, Engi Raiford & Coalson

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