RIVIER UNIVERSITY

**DIVISION OF EDUCATION**

# **SPECIALIST IN THE ASSESSMENT OF INTELLECTUAL FUNCTIONING PROGRAM**

 AND

 **ASSOCIATION OF SPECIALISTS IN ASSESSMENT OF**

 **INTELLECTUAL FUNCTIONING (ASAIF)**

[**http://www.asaif.net**](http://www.asaif.net)

**Comments on Reports 2/16/13 # 244**

If you wish to receive copies of this newsletter, email me at johnzerowillis@yahoo.com. Email versions include notices of ASAIF and other conferences and jobs in and near New Hampshire.

The **Association of Specialists in Assessment of Intellectual Functioning (ASAIF)** sponsors educational activities supporting the assessment of intellectual functioning, including this newsletter, co-sponsored by the Specialist in Assessment of Intellectual Functioning program at Rivier University,[[1]](#footnote-1) evening dinner-and-training events called "Shorties," and workshops. **ASAIF is now authorized by NASP to offer CPD credits.**  **If you have topics on which you would like ASAIF to do a workshop or Shorty, please tell me at** johnzerowillis@yahoo.com**. We have worked with school districts to co-sponsor workshops in the districts. We are happy to travel outside New Hampshire if someone wants to pay the speaker's travel expenses.**

**CONTENT**

My statistician friends (who deny knowing me) recommend **not drawing connecting lines** between scores (on anything else) on a graph unless there is a logical reason for the sequence, e.g., mean temperatures for successive months of the year). If the sequence is more or less arbitrary, as with DAS or Wechsler DAS subtests and indices, we might do better not to draw connecting lines unless we need to distinguish between multiple sets of scores (e.g., graphing previous and current scores on the same graph).

On the other hand, I do like to **draw confidence bands** for subtest scores on the Wechsler and DAS-II psychographs (Wechsler's name). They keep me honest by discouraging me from interpreting non-significant differences between scores with overlapping confidence bands. For Wechsler scores, plus and minus 2 points (regressing toward the mean, obviously, for scores of 1, 2, 18, and 19) seems about right. For people with OCD, there is a method for the DAS-II[[2]](#footnote-2) that Colin Elliott considers a breath-taking waste of money, brains, and time (WOMBAT) but permitted me to include in the book.

|  |  |  |  |
| --- | --- | --- | --- |
|  | High | Low | Close |
| VCI | 118 | 108 | 113 |
| PRI | 120 | 110 | 115 |
| GAI | 119 | 109 | 114 |
| WMI | 91 | 81 | 86 |
| PSI | 88 | 78 | 83 |
| CPI | 89 | 79 | 84 |
| FSIQ | 103 | 95 | 99 |

You can easily draw confidence bands for test scores in Excel using the Insert Chart; Other; Stock; High-Low-Close option with the score as Close and the ends of the confidence band as High and Low. I made up an example with slightly impossible numbers. The resulting chart is shown on the next page.

**WISC-IV GAI vs. CPI.** I could not find tables for significant differences between GAI and CPI for the WISC-IV (only base rates) anywhere, so I calculated them.

|  |
| --- |
| **WISC-IV Critical Values for GAI vs CPI at .05 level two-tailed** |
| SEm values from Dawn P. Flanagan & Alan S. Kaufman, *Essentials of* |
| *WISC-IV Assessment* (2nd ed.) (New York, NY: Wiley, 2009, p. 199) |
|  |  |  |  |  |
| **SEm** |  |  | **Critical Value** |  |
| **GAI** | **CPI** | sqrt (SEm1^2 + SEm 2^2) | **z** | **p < .05** |  |
|  |  |  |  |  |  |
| 3.30 | 3.95 | 5.15 | 1.96 | **10.09** | ages 6 - 11 |
| 3.00 | 3.95 | 4.96 | 1.96 | **9.72** | ages 12 - 16 |

**STYLE**

The **hyphen in compound adjectives** really does enhance communication.

Here are three digit numbers: 7 2 4.

Here are some three-digit numbers: 546 297 122 314 674.

"Reading related tests" might mean that the student reads "WISC, WAIS, and WPPSI."

"Reading-related tests" include phonological awareness and rapid naming.

**The medical jargon "decreased," "reduced," and "diminished"** leaves readers without medical training bewitched, bothered, and bewildered. "Wilberforce demonstrated decreased handwriting skills." "Oh, no! His handwriting was already terrible before you tested him!" "Weak," "below

average," or "horrendous" might convey your meaning more clearly.

**Don't leave comparisons, such as "similar," "comparable," and "different," twisting in the wind.** When we write, "Malfusia's scores on the Ratiocination Scale were similar," we know we mean "similar to each other," but many readers will wonder, "Similar to what? A poet and a painter?" It is hard on trees, but safer to write, "Malfusia's scores on the Ratiocination Scale subtests were similar to each other" or "about the same."

**Try and.** "I will try and win" seems to mean that I will not only make the attempt, but that I will certainly be victorious. I may have meant instead, "I will try and perhaps win," or very simply, "I will try to win."

**Listing parents at the top of the report can be tricky.** I find these guidelines helpful.

1. If the child is living with the only two known people who have any claim to parenthood, list the two parents together with an ampersand, e.g.:

 Sally Simoneau & Jeffrey Johanssen

 Mabel & Marvin Martineau (The old-fashioned, long-ago rule was not to separate

 the husband from his family name, so the wife was

 listed first. Forget that I wrote that.)

 Catherine Jones & Katherine McTavish

 Maria & Anna Chen

 Arthur Findler & Robert Marx

2. If one of the birth or adoptive parents is separated or divorced from the other, separate them with a semicolon and list the parent(s) living with the child closest to the child's address, e.g.:

 Anton McNeil; Constance Beldon;

 Arleen & Thomas Gomez or Peter Lafontaine

 27 Culdesac Drive 16 Hideaway Alley

 Moose Creek, NH Megalopolis, NH

3. It can be very difficult to acknowledge or ignore subsequent married and especially unmarried partners of birth or adoptive parents without upsetting somebody.

 Albert & Fiona Silverstein; (Here I listed the birth or adoptive

 Gloria and George McArthur parent first in each line.)

 491 Way Back Road

 Dank Swamp, NH

 or

 Albert Silverstein;

 Gloria McArthur

 491 Back Road

 Black Swamp, NH

4. Unless there is a court order to the contrary, non-custodial parents would normally receive copies of notices, invitations, and reports. Schools are allowed to assume, without hiring a private detective, that any parent is entitled to this information unless the school is shown proof that the parent is not. Therefore, you may want to list both addresses.

 Arleen & Thomas Gomez Anton McNeil

 27 Culdesac Drive 13 Paradise Cove

 Moose Creek, NH Honolulu, HI

5. Try to ensure that parents are still alive before listing them. [That's the voice of sad experience speaking.]

6. In the body of the report, refer to parents by their names or as "Namexx's mother" or "Namexx's stepfather," **not** as "the parent," "the mother," "father," or "Mom."

7. Former New Hampshire Governor Thomson's rule forbidding the use of "Ms." in official correspondence has expired, so you are on your own with "Ms." and "Mrs." [I have noticed that, in New Hampshire schools, "Ms." appears to mean only "Miss," not "Miss or Mrs." when names are printed on lists or attached to classroom doors, which sort of defeats the purpose of "Ms."] If Namexx's mother has a doctoral degree, you are all set with "Dr."

**NEW TEST EDITIONS**

**CTOPP-2: Comprehensive Test of Phonological Processing – Second Edition** <http://www.proedinc.com/customer/productView.aspx?id=5187> Normative data were collected in 2008 and 2009 on 1,900 individuals ranging in age from 6 through 24 years. There are significant and, I think, valuable structural changes.

**Leiter International Performance Scale, Third Edition (Leiter-3)** published by and available from <http://www.stoeltingco.com/stoelting/3550/Psychological>. Description at <http://portal.wpspublish.com/portal/page?_pageid=53,289573&_dad=portal&_schema=PORTAL>

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1. Neither ASAIF nor Rivier University is in any way, shape, or form responsible for the quirky opinions in this newsletter. They cannot be blamed for what is written here. [↑](#footnote-ref-1)
2. Dumont, R. P., Willis, J. O., & Elliott, C. D., *Essentials of DAS-II Assessment*. (New York, NY: New York, NY: John Wiley & Sons., 2009, pp. 116-118) [↑](#footnote-ref-2)