Introducing - WISC-V

Contents

• Revision Goals & Highlights

• New Subtests and Changes to Retained Subtests

• Best Estimates for Final Test Structure

• Purchasing Information

Coming Fall 2014!
Wechsler Series

Building on tradition to bring continuous improvements.

- Consistency
- Familiarity
- Trust
- Ease-of-use
- Innovation

Examples:
- PRI ⇔ VSI and FRI (WPPSI-IV)
- Ancillary scores (WPPSI-IV)
- Figure Weights (WAIS-IV)
- Q-interactive

Top 10
1. In addition to traditional paper and pencil, comes in a digital format, bringing the power of WISC-V to your tablet!
2. Increased coverage of cognitive processes related to SLD Identification.
3. Statistically linked to the KTEA-3 and the WIAT-III, with combination scoring reports available!
4. Presents a 5-Factor structure.
5. Shorter discontinue rules.
6. Supports a processing strengths and weakness analysis approach.
7. New special group studies.
8. Basic training included with the kit.
9. Decreased testing time to obtain FSIQ and primary index scores.
10. Briefer instructions, using developmentally appropriate language.

WISC-V Revision Goals
- Update theoretical foundations
- Increase user friendliness
- Increase developmental appropriateness
- Improve psychometric properties
- Enhance clinical utility

- What do these revision goals really mean?
1. Update Theoretical Foundations

- Increase breadth of construct coverage by investigating and developing:
  - visual spatial subtest
  - fluid reasoning subtest
  - visual working memory subtest
  - subtests to measure additional processes related to learning (naming facility, associative memory)
  - to measure additional cognitive processes relevant to learning disabilities

Specific Abilities and Neurodevelopment

- Coinciding with development of general intellectual ability is the enormous growth in verbal skills during early elementary years.
  - Implications for reading and writing development

Importance of Working Memory

- Working memory is important to the measure of cognitive functioning
  - related to fluid reasoning (Burgess & Braver, 2010; Hornung, 2011; Martinez et al., 2011)
  - implicated in a wide variety of academic problems and clinical conditions affecting children and adolescents (e.g., Archibald & Gathercole, 2006a, 2007; Borella, Caretti, & Pellegrina, 2010; Hutchinson, Bavin, Efron, & Sciberras, 2012; Fitzpatrick & Pagini, 2012)
2. Increase User Friendliness

- Reduce testing time
  - FSIQ subtests may not include all primary index subtests
  - Provide testing time by age and by subtest
  - Provide testing time for various percentages of normative sample by age and special group samples to complete each subtest

3. Increase Developmental Appropriateness

- Instructions
  - Reduce vocabulary level
    - ceiling items on Similarities
    - “Advantages,” and other high vocabulary level of items on Comprehension
  - Reduce verbosity
  - Demonstrate, practice, and teach the task
- Replace outdated art and items with more current and relevant
4. Improve Psychometric Properties

- Items and scoring rules
- Norms and norming method
- Maintain or improve reliability
- Floors and ceilings
- Reevaluate item bias
  - Iterative psychometric analyses
  - Qualitative reviews by experts

4. Improve Psychometric Properties

- Significance level options for critical values
- Increase statistical evidence of cultural fairness
  - Collect home environment questionnaire and convey results
  - Increase available information on impact of SES (e.g., urban vs. rural schools)

5. Enhance Clinical Utility

- Provide subtests to measure cognitive processes known to be clinically sensitive to learning disabilities to enhance pattern of strengths and weaknesses (PSW) approach to learning disability evaluation
  - Rapid Naming
  - Paired Associates (Verbal-Visual)
- Provide "PSW" link in joint software with WIAT-III and KTEA-3
  - Also offered together with the WISC-V Integrated for those customers
Enhance Clinical Utility (cont’d)

- Revise special group studies based on use
  - Drop ELD and RELD groups
  - Add special group studies
    - Borderline Intellectual Functioning
    - Disorder of Written Expression
    - Nonverbal Learning Disability

Enhance Clinical Utility (cont’d)

Composite Score Changes

- Full Scale IQ
  - FSIQ won’t necessarily include all primary index-score subtests
  - Quicker to obtain

- Five, factor-based Primary Index Scores
  - Verbal Comprehension Index, Visual Spatial Index, Fluid Reasoning Index, Working Memory Index, Processing Speed Index

Enhance Clinical Utility (cont’d)

- Test structure
  - Provide factor structure that simplifies interpretation (PRI → VSI/FRI)

- Score differences comparison methodology
  - Both index- and subtest-level: Strengths and weaknesses then pairwise
Enhance Clinical Utility (cont’d)

- Ancillary Index Scores (Likely)
  - General Ability Index (GAI)
  - Cognitive Proficiency Index (CPI)
  - Nonverbal Index (NVI)

Dropped WISC–IV Subtests

- Word Reasoning
  - Redundant measure of verbal comprehension
    (high correlation with Information)

- Picture Completion
  - Construct not as representative of visual spatial
    ability as others (secondary verbal loading)

- And we needed the space for new
  subtests...

Subtest Changes: New

- Visual Spatial subtest
  - Visual Puzzles

- Fluid Reasoning subtest
  - Figure Weights

- Working Memory subtest
  - Picture Span
  - Digit Span Sequencing task added to Digit Span

- Ancillary Subtests
  - Verbal-Visual Association I (Immediate)
  - Verbal-Visual Association II (Delayed)
  - Naming Speed (includes quantity naming task)
Changes to Retained Verbal Comprehension Subtests
- Updated art with increased international portability
- Revised scoring rules with data-based queries
- New, contemporary item content
- Stimulus Book eliminated on Vocabulary

Changes to Retained Perceptual Reasoning Subtests
- Block Design
  - New diamond and X-shaped designs
  - Evaluating new process scores
    - Partial Score
    - Simplified Break in Configuration Error Score
- Two item types retained and taught
  - 2x2 matrix
  - serial order
Changes to Retained Perceptual Reasoning Subtests

- Picture Concepts
  - Items revised so images not reused
  - New items

Changes to Retained Working Memory Subtests

- Letter-Number Sequencing
  - Eliminated rhyming letters and numbers
  - Teaching modified for floor
    - 1st teach numbers before letters,
    - then teach reordering task

Changes to Retained WISC-IV Working Memory Subtests

- Arithmetic
  - New and revised items
  - One repetition on difficult items
  - Cross loading
- Digit Span
  - Added trials to Forward ceiling
  - Added some trials for gradient
  - Added new Sequencing task
Changes to Retained Processing Speed Subtests

• Coding
  – Item difficulty consistent across rows
  – Changed symbols for digital

Changes to Retained Processing Speed Subtests

• Symbol Search
  – New symbols
  – Evaluating error scores

Changes to Retained Processing Speed Subtests

• Cancellation
  – New art
  – Designed by quadrant (target to distracter ratio)
**Visual Puzzles**
- Child views a completed puzzle and selects three response options that would combine to reconstruct the puzzle
- Item time limit of 30 seconds
- Measures ability to analyze and synthesize abstract information

**Additional Notes – New Subtests**

**What is Core? How are decisions made?**
- Considerations
  - Psychometric properties
    - Internal (reliability, floor, ceiling, gradient, CFA loadings)
    - External (relations with other measures)
  - Demographic differences, index and subtest level
    - White vs. African American and Hispanic
    - Parent Education Level 5 (college degree) vs. others
    - Male vs. Female
What is Core? How are decisions made?

- Considerations
  - Clinical utility (limited data available)
  - Effect sizes for iterative matched control studies
  - User friendliness
    - Testing time
    - Admin & Scoring ease

What is Core? How are decisions made?

- Considerations (cont’d)
  - Construct coverage
    - Factor analytic results
    - Subtest specificity
    - Consistency with other Wechsler scales
  - Expert International and bias reviews
  - Customer preference/Face validity
  - Expert feedback (ongoing)
    - Advisory Panel
    - External experts
    - Assessment Consultants
    - Examiner surveys

Basic WISC-V Subtest Contents by Domain

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WISC-V Subtest Contents by Domain PLUS
Basic Learning Process Subtests

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Ancillary Subtests
- Verbal-Visual Association - I (Immediate)
- Verbal-Visual Association - II (Delayed Free Recall and Cued Recall)
- Naming Speed

Pricing - Paper and Pencil
Administration

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Order Complete Kit
- Normative Kit
- Administration Instructions
- Administration Materials

WISC-V Digital on Q-interactive
- 60-day trial offer available until June 2014
- Sign up at WISCV.com
Have Additional Questions?

Talk to a Consultant:
P: 800-627-7271

E: ClinicalCustomerSupport@Pearson.com

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See WISCV.com for more information!