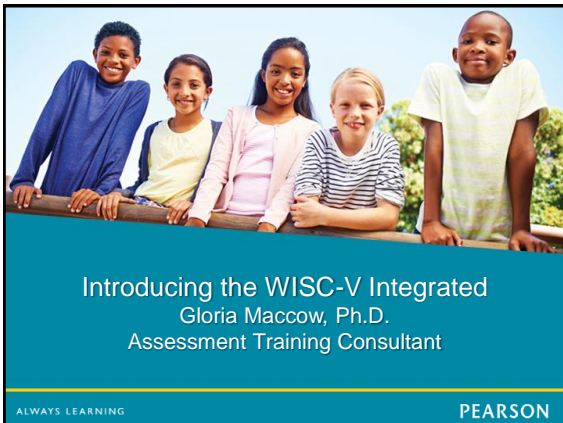



Introducing the WISC-V Integrated
Gloria Maccow, Ph.D., Assessment Training Consultant






Objectives



- Describe process-oriented assessment.
- Describe WISC-V Integrated.
- Illustrate clinical utility of WISC-V Integrated.


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Purpose of WISC-V Integrated 

- Assess the cognitive ability and problem-solving processes of individuals aged 6 years 0 months through 16 years 11 months.
- Help clinician understand how the individual learns.
- Facilitate interpretation of low scores on WISC-V subtests.

WISC-V Integrated:
Process-Oriented Assessment

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Process-Oriented Assessment

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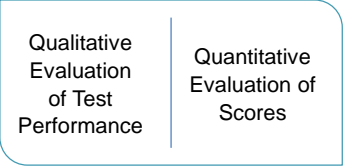
Everything Old is New Again . . . 

Careful, systematic observation of a child's problem-solving strategy (*process*) can yield richer and more useful information about cognitive functioning than simple right-wrong scoring of their final solution (*product*).

Heinz Werner. (1937). *Process and Achievement: A Basic Problem of Education and Developmental Psychology*.

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Boston Process Approach



The diagram shows a central box divided into two columns. The left column is labeled 'Qualitative Evaluation of Test Performance' and the right column is labeled 'Quantitative Evaluation of Scores'. To the left of the box is the name 'Edith Kaplan' and to the right is the year '1988'. The WISC-V Integrated logo is in the top right corner, and 'ALWAYS LEARNING' and 'PEARSON' are at the bottom.

Edith Kaplan

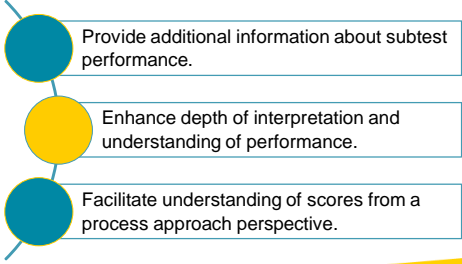
Qualitative Evaluation of Test Performance

Quantitative Evaluation of Scores

1988

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Utility of Process Scores



The diagram features three colored circles (blue, yellow, blue) connected by a vertical line. Each circle is linked to a text box describing a utility of process scores. The WISC-V Integrated logo is in the top right corner, and 'ALWAYS LEARNING' and 'PEARSON' are at the bottom.

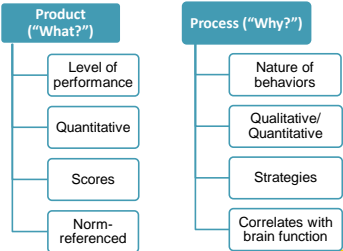
Provide additional information about subtest performance.

Enhance depth of interpretation and understanding of performance.

Facilitate understanding of scores from a process approach perspective.

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WISC-V Integrated: The Best of Both Worlds



The diagram compares 'Product' and 'Process' aspects. The 'Product' side lists: Level of performance, Quantitative, Scores, and Norm-referenced. The 'Process' side lists: Nature of behaviors, Qualitative/Quantitative, Strategies, and Correlates with brain function. The WISC-V Integrated logo is in the top right corner, and 'ALWAYS LEARNING' and 'PEARSON' are at the bottom.


Product ("What?")

- Level of performance
- Quantitative
- Scores
- Norm-referenced

Process ("Why?")

- Nature of behaviors
- Qualitative/Quantitative
- Strategies
- Correlates with brain function

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Assumptions of the Process-Oriented Approach 

Any one factor – or a combination of factors – may contribute to a child’s performance on a task.

Cognitive tests are multi-factorial

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Assumptions of the Process-Oriented Approach

Barbara Vocabulary SS = 5 Lacks semantic knowledge: Does not know what words mean	Joseph Vocabulary SS = 5 Expressive language problem: Knows word meanings, but cannot produce the words to express his knowledge
---	--

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Assumptions of the Process-Oriented Approach

Aaron Coding SS = 4 Slow processing speed	Jason Coding SS = 4 Slow graphomotor speed
---	--

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Assumptions of the Process-Oriented Approach

Rose

Arithmetic SS = 6

Working memory deficit: Knows what operations to perform, but can't hold numbers in mind while computing

Mark

Arithmetic SS = 6

Inconsistent mastery of math facts and procedures: Makes minor errors on many items

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Assumptions of the Process-Oriented Approach

Process-oriented approach attempts to identify cognitive sub-processes contributing to score.

E.g., for Vocabulary:

- Receptive language problem - Difficulty understanding directions, stimulus words
- Lack of word knowledge
- Difficulty accessing mental lexicon - Problems with retrieval from long-term storage
- Expressive language problem

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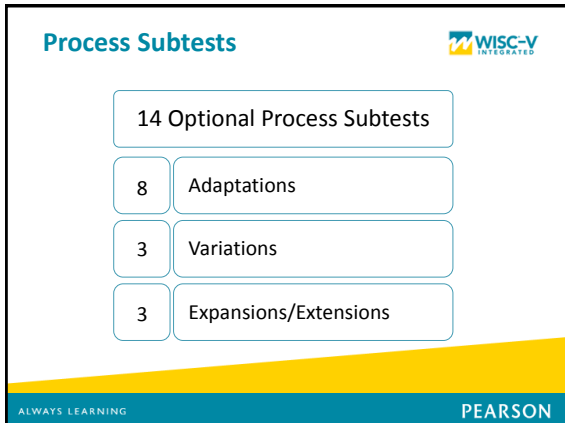


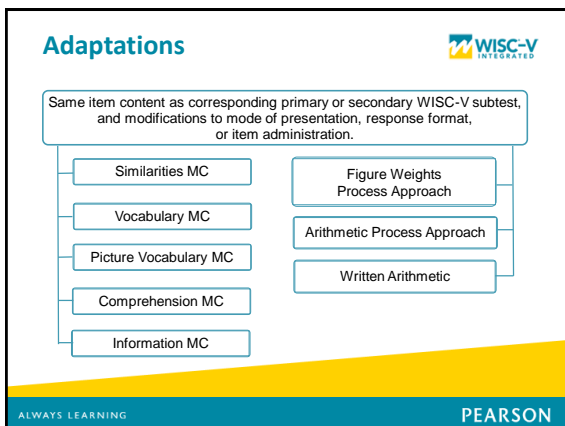
WISC-V and WISC-V Integrated

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Variations




Novel item content and modifications to mode of presentation, response format, or item administration.

- Block Design MC
- Cancellation Abstract
- Spatial Span

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Expansions/Extensions




Expand scope of construct coverage and provide information related to child's performance on other subtests

- Coding Copy
- Coding Recall
- Sentence Recall

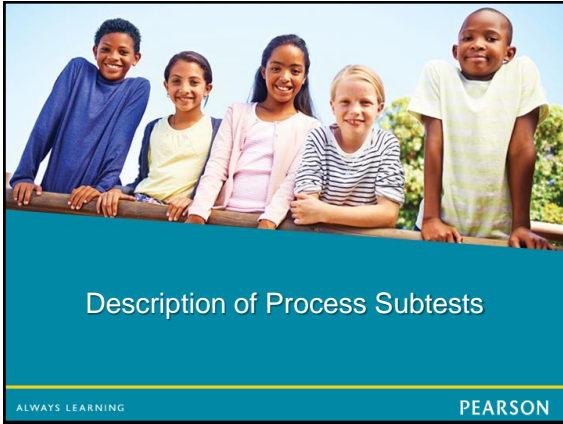
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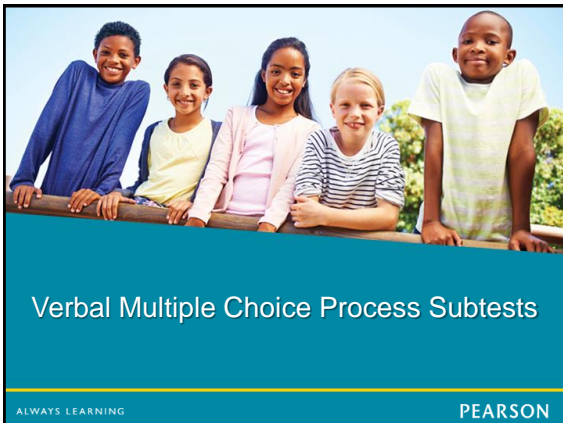
Process Subtest Selection

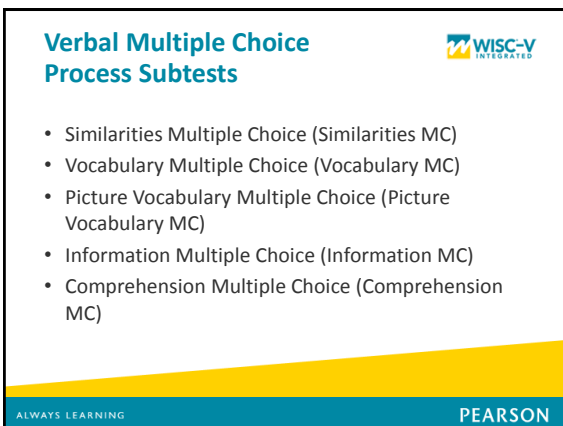


- Don't use all processing subtests/procedures with every child
- Select based upon:
 - Referral questions
 - Observations made during core assessment
 - Need to collect confirmatory data

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Verbal Multiple Choice Process Subtests



- Each subtest uses frequently given correct and incorrect responses from the related WISC version
- All but Picture Vocabulary MC and Information MC scored on a 2, 1, 0 basis as on WISC-V subtests
- Rationale: Integrated subtests remove the need for using expressive language or recalling information from long-term storage

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Similarities Multiple Choice (SIMC)



- SIMC is a multiple-choice **adaptation** of the WISC-V Similarities subtest.
- Each item and its response options are presented visually and read aloud.
- The child selects the response option that best represents how the common objects or concepts are similar.

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Vocabulary Multiple Choice (VCMC)




- VCMC is a multiple-choice **adaptation** of the WISC-V Vocabulary subtest.
- For picture items, the child views pictures and selects the best response from options read aloud.
- For verbal items, each item and its response options are presented visually and read aloud.
- The child selects the response option that best represents the definition of the word.


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Picture Vocabulary Multiple Choice (PVMC) 


- PVMC is a pictorial multiple-choice **adaptation** of the WISC-V Vocabulary subtest.
- The child views four pictures and selects the picture that best depicts the definition of the word that is presented verbally.

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Information Multiple Choice (INMC) 

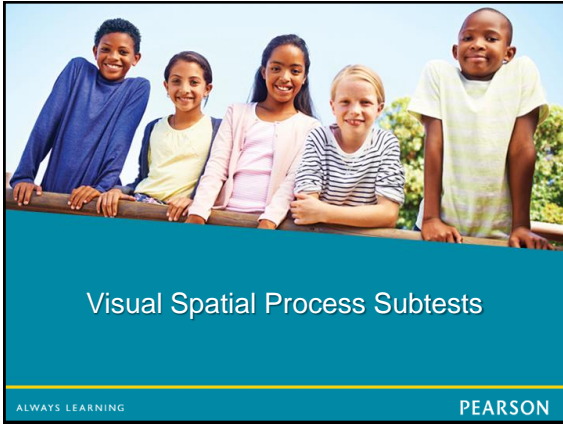
- INMC is a multiple-choice **adaptation** of the WISC-V Information subtest.
- Each item and its response options are presented visually and read aloud.
- The child selects the response option that best represents an understanding of the general knowledge topic.


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Comprehension Multiple Choice (COMC) 


- COMC is a multiple-choice **adaptation** of the WISC-V Comprehension subtest.
- Each item and its response options are presented visually and read aloud.
- The child selects the response option that best represents an understanding of the general principle or social situation.

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Block Design Multiple Choice (BDMC) 

- BDMC is a multiple-choice **variation** of the WISC-V Block Design subtest.
- The child views a picture of a constructed block design and selects the pictured block set that produces a matching composition, within a specified time limit.
- Assesses visual integration and mental construction skills without the influence of motor planning and execution.

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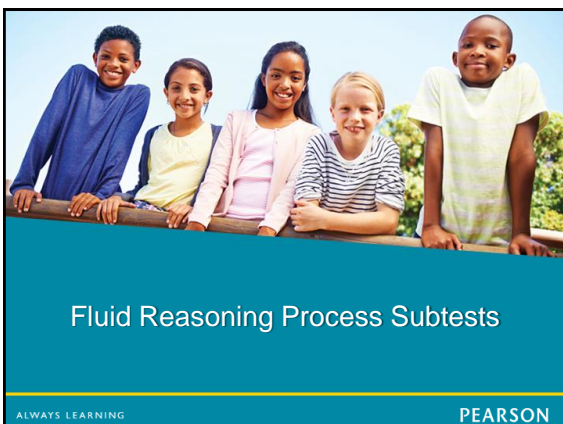


Figure Weights Process Approach (FWP)



- FWP is an **adaptation** of the WISC-V Figure Weights subtest in which the child is given additional time to respond.
- Within an extended time limit, the child is readministered Figure Weights items previously scored 0 points.

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Arithmetic Process Approach (ARP)



- ARP is an **adaptation** of the WISC-V Arithmetic subtest. Specific Items 6–34 are presented in multiple modalities for the child to solve within a specified time limit.
- For Part A, Arithmetic items on which the child scored 0 points are presented visually and simultaneously read aloud.
- For Part B, the child is provided paper and pencil, and is readministered the items scored 0 points in Part A.

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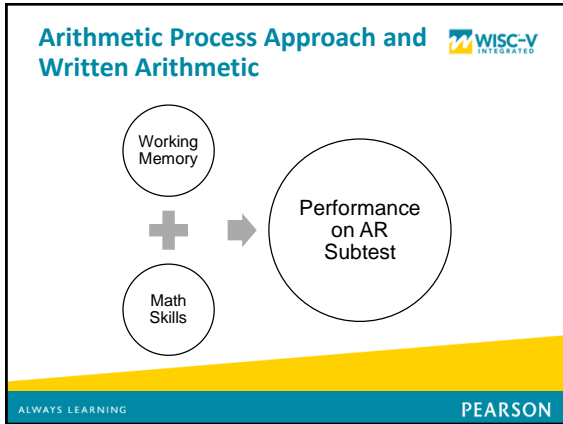
Written Arithmetic (WA)

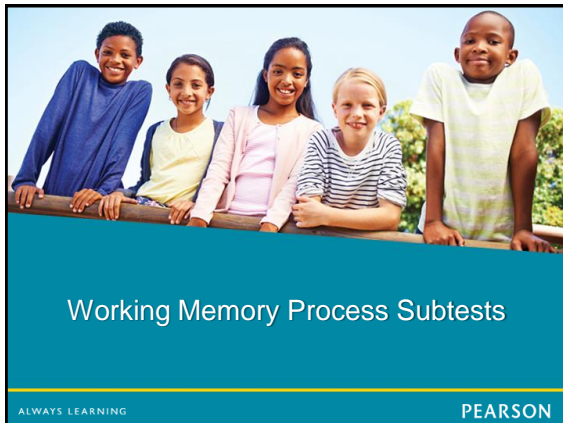


- WA is an **adaptation** of the WISC-V Arithmetic subtest.
- The child is presented with the mathematical computations for Arithmetic items and uses a pencil to complete them.

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Spatial Span (SSP)

- SSP is a **variation** of the WISC-V Digit Span subtest. DS uses numbers; SSP uses letters.
- For Spatial Span Forward, the child reproduces a sequence of tapped blocks.
- For Spatial Span Backward, the child reproduces in reverse order a sequence of tapped blocks.

A photograph showing a grid of blue blocks on a white surface, used for the Spatial Span subtest. The WISC-V Integrated logo is in the top right, and 'ALWAYS LEARNING' and 'PEARSON' are at the bottom.

Spatial Span (SSP)



- SSP provides an assessment of spatial working memory.
- SSP score can be contrasted with various verbal working memory measures.
- Letters/words/pseudowords are easier to remember and administer/score.

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Sentence Recall (SR)



- SR items are composed of two tasks: a question task and a recall task.
- For the question task, the child responds either "Yes" or "No" to one or more simple questions.
- For the recall task, the child recalls the last word of each question, in the order presented.

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Processing Speed Process Subtests

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Coding Recall (CDR)



- CDR **expands** the scope of the WISC-V Coding subtest.
- Working within a specified time limit and without a key, the child attempts to remember the corresponding pairs from Coding in three formats: cued recall, free recall, and pairing.
- After completing Coding, examinee recalls
 - symbols associated with each number of shape: cued (Form A and Form B);
 - symbols via free recall;
 - numbers associated with each symbol: pairing (Form B only).

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Coding Copy (CDC)



- CDC **expands** the scope of the WISC-V Coding subtest. Within a specified time limit, the child copies the symbols used in Coding.
- Allows examiner to assess impact of graphomotor speed on performance on Coding.
 - Low scores on Coding Copy: Possibly poor graphomotor speed interfering with Coding performance.
 - High scores on Coding Copy: Possibly poor incidental learning and visual scanning interfering with Coding performance.

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Cancellation Abstract (CAA)

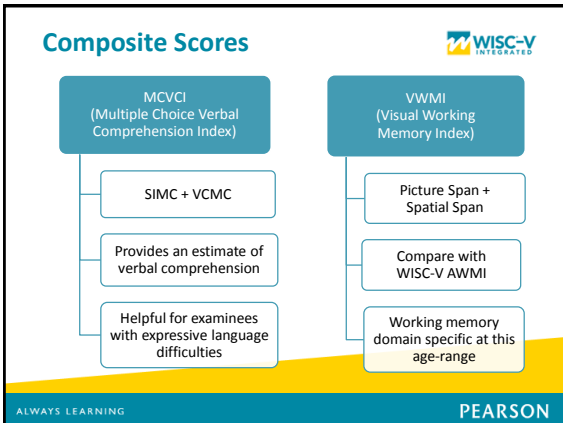


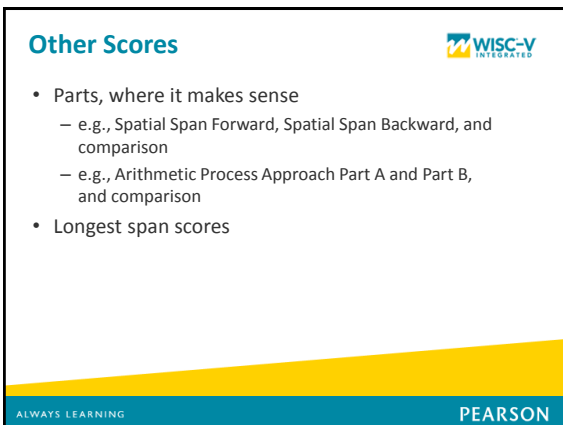
- CAA is a **variation** of the WISC-V Cancellation subtest.
- Working within a specified time limit, the child scans two arrangements of shapes (one random, one structured) and marks target shapes.


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Process Observations 


- The same process observations as are available on WISC-V in Appendix D of the Technical and Interpretive Manual.
- Base rates for behaviors.

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Comparison Scores 

Discrepancy comparisons with WISC-V

- Compare process scores and subtests
- Compare composite scores where it makes sense (e.g., VCI vs. MCVCI)

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Clinical Utility of WISC-V Integrated

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Male, Grade 5, Age 10:5

WISC-V Index/Subtest	Composite Score/ Scaled Score	WISC-V Index/Subtest	Composite Score/ Scaled Score
Verbal Comprehension	76	Working Memory	88
Similarities	6	Digit Span	6
Vocabulary	5	Picture Span	10
(Information)	(7)	(Letter-Number Sequencing)	(5)
(Comprehension)	(6)	Processing Speed	86
Visual Spatial	86	Coding	5
Block Design	5	Symbol Search	10
Visual Puzzles	10	(Cancellation)	(9)
Fluid Reasoning	103		
Matrix Reasoning	11		
Figure Weights	10		
(Picture Concepts)	(9)		
(Arithmetic)	(13)		
Full Scale IQ 77			

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Addition of WISC-V Integrated

WISC-V Subtest	WISC-V Integrated Subtest	Scaled Score	
Similarities	Similarities Multiple Choice	6	12
Comprehension	Comprehension Multiple Choice	6	15
Vocabulary	Vocabulary Multiple Choice	5	10
	Picture Vocabulary Multiple Choice		10
Information	Information Multiple Choice	7	7
Block Design	Block Design Multiple Choice	5	10
Digit Span	Spatial Span	6	10
Coding	Coding Copy	5	5
	Coding Recall		10

(WISC-V Integrated, 2015)

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WISC-V Integrated Kit

- The kit includes the collection of WISC-V Integrated subtests that can be used with the WISC-V subtests to provide even more powerful insight.
- The WISC-V kit is sold separately.

Coming Fall 2015!

Materials and Pricing: Pre-publication pricing is available until August 31, 2015!

Kit Code	Description	Price	Pre-Pub Price
0158008413	WISC-V Integrated Kit	\$305.00	\$274.50

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Gloria Maccow, Ph.D., Assessment Training Consultant



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