

Appropriate tests for Psychoeducational Assessment

Thinking and Reasoning Abilities

It is mandatory to document, by means of standardized, formal, psychological assessment, average or above average levels (that is, a score equal to or greater than one standard deviation below the mean) in one or more of the following:

Full scale IQ on WAIS-IV (over age 16)

(Or: General Abilities Index (GAI on the WAIS-IV)

Provided evidence indicates FSIQ is not appropriate)

General Intellectual Abilities (GIA) Woodcock-Johnson Tests of Cognitive Ability (WJ- IV) (any age)

Kaufman Adolescent and Adult Intelligence Test (any age)

Stanford-Binet IV (any age)

Psychological Processes Related to Learning

It is mandatory to document performance in one or more of the following areas that is significantly and consistently below the measures of thinking and reasoning outlined above. It is also necessary that statements related to such deficits in psychological processes be based on more than one source of information, and that they be logically related to the observed learning difficulties.

The tests listed under the various psychological processes are intended to provide common examples, rather than to be exclusive and exhaustive, and it is anticipated that good clinical judgment will be exercised both in their selection and in their interpretation.

Phonological Processing:

Examples:

Test of Phonological Awareness (TOPA) (only up to age 18)

Comprehensive Test of Phonological Processing (CTOPP) (only up to age 24)

Rosner Test of Auditory Analysis (under age 10 only)

Auditory Processing Factor (Ga) from the Woodcock-Johnson

Memory and Attention:

Examples:

Learning & Memory Battery (LAMB) (over age 16)

Wechsler Memory Scale-IV (over age 16)

Wechsler Children's Memory Scale (under age 16)

Wide Range Assessment of Memory and Learning (WRAML) (under age 16)

Detroit Tests of Learning Aptitude

Long-term retrieval factor (Glr) from the Woodcock-Johnson

Rey-Osterreith Complex Figure

Neurological Assessment Battery-Memory or Attention composite

Processing Speed

Examples:

Processing Speed Index on the WAIS-IV

Processing Speed factor (Gs) on the Woodcock-Johnson

Detroit Tests of Learning Aptitude

Language Processing

Examples:

Verbal IQ on WAIS-IV
Verbal Comprehension index on the WAIS-IV
Peabody Picture Vocabulary Test – Third Edition (PPVT-III)
Expressive Vocabulary Test (EVT)
Auditory Comprehension from WJPB
Oral comprehension from the WJPB

Visual-Spatial Processing

Examples:

Block Design, Visual Puzzles and Picture Completion subtests on WAIS-IV
Raven’s Coloured/Standard Progressive Matrices
Test of Nonverbal Intelligence
Gv composite from WJPB

Executive Functions

Examples:

Matrix Reasoning subtest on WAIS-IV
Delis-Kaplan (D-KEFS)
Fluid reasoning scale on WJPB
Wisconsin Card Sort Test
Tower of London Test

Academic Achievement

It is mandatory to document significant and unexpectedly low levels of achievement in one or more of the following areas using standardized tests. Measured achievement levels should, however, be generally consistent with the individual’s observed on-going performance and areas of weakness.

General Achievement Batteries

Examples:

Wechsler Individual Achievement Test (WIAT-III)
Woodcock-Johnson-IV Tests of Achievement
Canadian Adult Achievement Test
Kaufman Test of Educational Achievement (KTEA)
Scholastic Abilities Test for Adults (SATA)

Reading

Examples:

Woodcock-Johnson Reading subtests (Gsr)
Wechsler Individual Achievement Test– IV (WIAT-IV)-Reading subtests
Nelson-Denny Reading Test (**screening only, must use Standard Scores**)
Test of Reading Comprehension – Third Edition
Wide Range Achievement Test – IV – word decoding only
KTEA Reading
Test of Word Reading Efficiency (TOWRE)

Written Language

Examples:

Test of Written Language – Third Edition
Woodcock-Johnson Written Language subtests (Gsw)

Wechsler Individual Achievement Test– IV (WIAT-IV) Written Expression
KTEA Written Expression

Spelling

Examples:

Test of Written Spelling – Fourth Edition
Woodcock-Johnson-IV Spelling and Spelling of sounds
Wechsler Individual Achievement Test– IV (WIAT-IV) Spelling
KTEA Spelling

Mathematics (more than just calculation!)

Examples:

Woodcock-Johnson –IV Math subtests
WIAT-III Math subtests
Key Math Diagnostic Test
Stanford Tests of Mathematical Ability
Stanford Diagnostic Mathematics Test
KTEA Math subtests

Attention and concentration (note. all are screening ONLY)

Conners' Adult Attention Disorders Scale (CAARS)- self and observer
College ADHD Response Evaluation (CARE)
Wender Utah Rating Scale (WURS)
Adult ADHD Self Report Scale (ASRS)
Test of Visual Attention (TOVA)-version 8
Integrated Visual and Auditory Continuous Attention Test (IVA)
Gordon Diagnostic Systems (GDS)
Conners' Continuous Performance Test (CCPT)

Examples of additional tests that can be used in order to identify or rule out co-existing conditions:

Personality, Behavioural and Emotional Functioning

Minnesota Multiphasic Personality Assessment (MMPI-2)
Rorschach Test, Comprehensive System
Conners' Rating Scales – Revised (under age 16)
Behavioural Assessment System for Children (BASC)
Personality Assessment Inventory (PAI)
Dissociative Experiences Scale (DES) Beck
Anxiety Inventory (Screening only) Beck
Depression Inventory (Screening only)
Structured Clinical Interview for DSM disorders (SCID)
Learning and Study Skills Inventory (LASSI)
Study Skills and Habits Questionnaire (SSHQ)