

Previous Comments by Workshop Participants

“I was amazed at how many interpretive statements I frequently put in psychological evaluation reports had questionable support. I’ll be changing that immediately!”

“This was a very well organized and presented workshop. I recommend it for all school psychologists, new and old.”

“I wish I had this information and perspective long ago. This will help me be a better psychologist.”

“It was useful to hear again this important information to be mindful of these issues when selecting and using various intelligence tests.”

“This is a ‘must have’ workshop on a regular basis.”

“This workshop really made me think about what evidence exists for IQ test interpretations and the importance of journal published research. It looks like there is inadequate presentation of key pieces of psychometric information in test manuals today.”

Continuing Education

Dr. Canivez is Professor of Psychology, Arizona Licensed Psychologist (inactive status) and Nationally Certified School Psychologist. He is also a Certified School Psychologist in Illinois. This workshop may qualify as continuing education for licensed psychologists as well as state and nationally certified school psychologists. Check with your professional association to see if this workshop qualifies for you.

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Interpreting Intelligence Tests: Considering Critical Sources of Psychometric Evidence

**A Continuing Professional
Development Workshop for School
and Clinical Psychologists**

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Interpreting Intelligence Tests: Considering Critical Sources of Psychometric Evidence

Workshop Summary

Interpretation of intelligence tests involves making inferences about the characteristics of the person assessed based on the obtained scores. Most intelligence tests provide numerous scores and numerous score comparisons for interpretation. Interpretations and resulting inferences must have empirical support of score reliability, validity, and utility according to the Standards for Educational and Psychological Testing (American Educational Research Association [AERA], American Psychological Association [APA], & National Council on Measurement in Education [NCME], 1999). Ethical standards also proper test use and interpretations based on psychometric support.

This workshop focuses on psychometric and ethical principles that should influence and guide interpretation of intelligence and cognitive ability tests; uses of intelligence tests in psychological practice; psychometric evidence for various intelligence tests and what they purport to measure; empirical methods for establishing score reliability, validity, and utility; issues of language and ethnicity/race; and current practices in IQ test use such as cross-battery assessment.

The goal of this workshop is to sensitize attendees to issues, research, and questions pertaining to the use of intelligence tests in assessments of children and adolescents suspected of various disabilities. There are many recommended interpretation practices for IQ tests proffered by various authors and/or test publishers but most have little to no empirical support. Because test users are ultimately responsible for the ethical use of intelligence tests including selection, administration, scoring, and interpretation; it is the test user who must weigh the evidence and deal with the issues concerning IQ tests. In the cogent words of Wiener (1989), psychologists must "(a) know what their tests can do and (b) act accordingly" (p. 829).

Workshop Outline

Why Measurement Principles/Psychometrics Matter

Why Intelligence and Intelligence Tests Matter

- Mental Retardation/Intellectual Disabilities
- Learning Disabilities
- Traumatic Brain Injury
- Attention Deficit Hyperactivity Disorder

Score Reliability

- Internal Consistency
- Test-Retest (Stability)
- Interrater Agreement
- Alternate Forms (Equivalence)

Score Validity

- Developmental/Age Changes
- Distinct Group Differences
- Theory Consistent Intervention Effects
- Convergent & Divergent Validity
- Factorial/Structural Validity
- Incremental Validity

Utility/Diagnostic Efficiency

- Logistic Regression/Discriminant Function
- Diagnostic Efficiency Statistics
- Receiver Operator Characteristic Curve Analysis

IQ Test Issues

- Racial/Ethnic Group Differences and Bias
- Process identification
- Intervention planning
- Learning Styles
- LD, IQ, and Assessment Issues

Cross-Battery Assessment

- What is Cross-Battery Assessment?
- Why was it proposed?
- Psychometric problems with Cross-Battery Assessment

Workshop Presenter

Gary L. Canivez, Ph.D., is Professor of Psychology at Eastern Illinois University and principally involved in the Specialist in School Psychology program. Before coming to EIU Dr. Canivez was a school psychologist for 8 years in the Phoenix metropolitan area (Deer Valley Unified School District and Tempe Elementary School District), was on the adjunct faculty of Arizona State University and Northern Arizona University, and was president of the Arizona Association of School Psychologists. He currently serves on the editorial boards of *Psychological Assessment*, *School Psychology Quarterly*, and the *Journal of Psychoeducational Assessment*, and has been a reviewer for professional journals such as *School Psychology Review*, *Psychology in the Schools*, *Applied Neuropsychology*, and *Behavior Research Methods*. The author of over 50 research and professional publications and 100 professional presentations and continuing professional development workshops, Dr. Canivez specializes in psychological assessment and measurement pertaining to intelligence, achievement, personality, and psychopathology; and his research has been supported by the National Institutes of Health/ National Institute of Mental Health.

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