

Intro to WASI-II and WPPSI-IV

Age	Neurocognitive Tasks											Child Time
	Mullen	Ages & Stages	BRIEF-Preschool	WPPSI-IV (2 Subtests)	NIH Toolbox-Cognitive	NIH Toolbox-Emotion-Parent	NIH Toolbox-Emotion-SR	WASI-2 (2 Subtests)	BRIEF-Parent	BRIEF-SR	BRIEF-Adult	
6 to 23 months	X	X										30'
24 to 29 months	X	X	X									30'
30 to 35 months		X	X	X								30'
36 to 71 months		X	X	X	X	X						60'
6 thru 10 years					X	X	X	X	X			75'
11 thru 12 years					X	X	X	X	X	X		90'
13 thru 17 years					X		X	X	X	X		90'
18+ years					X		X	X			X	90'

WASI-II

WASI-II

- Published by Pearson, Inc.
- Material is copyrighted
- Must use original record forms unless Pearson has given permission to copy
- Test security – not allowed to share content or materials
- Standardized test – very important to follow instructions exactly as described in the manual

WASI-II

- An abbreviated measure of intelligence
- Generates an *estimate* of IQ
- Vocabulary is a verbal subtest that measures verbal ability and correlates well with verbal IQ
- Matrix Reasoning is a subtest that measures nonverbal ability and correlates well with nonverbal IQ

WASI-II Vocabulary

- Before you start:
 - Know how to pronounce vocabulary words
 - Familiarize yourself with the examples in the manual
 - Find a comfortable way to record responses, and have the manual open so you can see it, but not the participant
 - A clipboard can be helpful

WASI-II Vocabulary

- Plan to use some abbreviations when transcribing what participant says – here are some common ones:
 - sb = somebody
 - s.o. = someone
 - bc = because
 - st = something
 - eo = everyone
 - dk or DK = don't know

WASI-II Vocabulary

- Have the stimulus book open to the correct page (list of words) if the participant is 9 years or older
- For those ages 6-8, only use stimulus book if items 1-3 must be administered
- For ages 9+, point to each word as you say it
- You may repeat the word as many times as necessary
- If no response after about 30 seconds, say “let’s try the next one”

WASI-II Vocabulary

- Start with item 4 (ages 6+)
- For item 4, corrective feedback is on the bottom of page 74
- If participant does not get a score of 2 on EITHER item 4 or 5, then you administer items 3, 2, 1 until participant gets a perfect score on two items in a row (reverse scoring)
- Note that for items 1-3 a perfect score = 1
- For items 4+ a perfect score = 2
- Discontinue (stop) the subtest after 3 scores of 0

WASI-II Vocabulary

- Queries
 - Familiarize yourself with examples in the manual
 - When you query, write **(Q)** on the form, write any additional response after it
 - Query when response is unclear or too vague, OR if manual indicates the response should be queried
 - “What do you mean?”
 - “Tell me more about it.”
 - Page 70 has additional examples of queries
 - You can query only once per item (so as to avoid querying your queries), but should query on any item that requires more detail

WASI-II Vocabulary

- Queries, continued
 - If after a query participant does not improve score, item is complete
 - If after a query participant improves to a 2 point response, item is complete
- If you aren't sure in the moment, query. If upon review later you realize you should not have queried, do not count the response after the query (i.e., adjust scoring).

WASI-II Vocabulary

- Poor articulation or poor grammar do NOT affect score
- Extraneous comments do NOT affect score
- Response CAN be “spoiled” and scored 0 if examinee adds information that indicates he or she really does not understand the meaning of the word
- If the participant gives a response that has multiple parts (e.g., one 1 point response, and one 2 point response) assign the higher score (e.g., 2 points)

WASI-II Matrix Reasoning

- Easier to administer than Vocabulary!
- Ages 6-8 start with Sample Items A and B, then item 1
- Ages 9+ start with Sample Items A and B, then Item 4
- Reverse scoring applies (must have perfect score on 2 consecutive items)
- Discontinue after 3 scores of 0
- For ages 6-8, stop after Item 24 regardless of performance

WASI-II Matrix Reasoning

- After about 30 seconds of no response, ask “Do you have an answer?”
- If they tend to take longer than 30 seconds, but are giving correct responses, it is OK to give them the time they need.
- It is OK for the participant to self-correct. Use whatever is the final (intended) response of the participant.
- Correct responses are in **bold** on the record form.

WASI-II Matrix Reasoning

- You are in charge of turning the pages of the stimulus book, not the participant.
- The part of the stimulus book facing toward you has the item number, so you can check to make sure you are recording the response for the correct item number.
- If a participant gives an incorrect response, I like to check to make sure the item number he/she is looking at is the same as the one I am marking on the record form.

WPPSI-IV

WPPSI-IV

- The WPPSI-IV is a complete IQ test for younger children, but we are only giving 2 subtests to each participant
- Like the WASI-II, provides an *estimate* of IQ
- Like the WASI-II, is published by Pearson, Inc. and is copyrighted
- Standardized

WPPSI-IV

- For Block Design, a stopwatch is needed, preferably a silent one
- Practice using it in a discreet way
- Please note the WPPSI-IV can be administered to children up to age 7:7, but we will only administer it to age 5:11
- At age 6, we begin using the WASI-II

WPPSI-IV Subtests

Ages 2:6 to 3:11

- Receptive Vocabulary
- Block Design

Ages 4:0 to 5:11

- Vocabulary
- Matrix Reasoning

WPPSI-IV Getting Started

- Preferably, you will use a child-size table and chair
- See page 22 for an illustration
- You will want to limit distractions in the room
- Small children may have to be redirected frequently
- Praise compliant behavior, such as following your instructions

WPPSI-IV 2:6-3:11

- Start on page 67 with the “Getting Started” paragraph

WPPSI-IV 2:6-3:11 Receptive Vocabulary

- You will need Stimulus Book 1
- Start with Receptive Vocabulary Item 1
- Participant should point to response, or say the response number
- Provide corrective feedback if Item 1 is incorrect (“This is the foot”). This is the ONLY item for which you provide corrective feedback.
- Discontinue (stop) after 3 scores of 0
- Can repeat item as often as necessary
- Allow about 30 seconds per item, but do not have to be rigid

WPPSI-IV 2:6-3:11 Block Design

- BD requires careful reading of the manual and practice
- Must have stopwatch
- Items have TIME LIMITS. Once the time limit has been reached, if the child is not done it is OK to allow them to finish, as long as it doesn't take too long.
- Designs completed after the time limit are INCORRECT.
- The block designs on the record form are from your perspective (i.e., upside down).

WPPSI-IV 2:6-3:11 Block Design

- Sample Items A and B and Items 1-8 require a model you construct and that you LEAVE INTACT while the child responds
- Items 9 and 10 require a model that you construct and then DISASSEMBLE before child responds
- The child completes Items 11-17 looking at the picture in the stimulus book, NO models
- When you are constructing models, explain your construction out loud

WPPSI-IV 2:6-3:11 Block Design

- Blocks needed for each item are named on the record form next to each item in the column “Blocks Needed”
- Items 1-4 have two trials each, and so does Item 9
- The extra trial gives the child an opportunity to learn/understand what you are asking them to do

WPPSI-IV 2:6-3:11 Block Design

- See page 74 for how to position materials
- As needed, prompt child to build in the correct location, and prevent the child from moving or rotating the stimulus book
- They only need to replicate the TOPS of the blocks

WPPSI-IV 2:6-3:11 Block Design

- Know the rules for rotation errors
- Rotation errors are only penalized in Part B
- Gaps or misalignments (see page 76) that are $\frac{1}{4}$ inch or less are allowed
- If you are not sure (or it is very close), give the child credit

WPPSI-IV 4:0-5:11

WPPSI-IV 4:0-5:11 Matrix Reasoning

- Begin on page 123 with the paragraph that introduces the test to the participant
- You will need Stimulus Book 3
- All ages complete Sample Items A-C
- Assistance provided on sample items only
- Once the child is 5, the starting item is 4
- Reverse scoring rules apply (see page 150)
- Discontinue after 3 scores of 0

WPPSI-IV 4:0-5:11 Vocabulary

- You will need Stimulus Book 3
- Start with Item 1
- Corrective feedback can be given for Item 1 if the child's response is incorrect
- Reverse scoring applies (see page 207)

WPPSI-IV 4:0-5:11 Vocabulary

- Know when and how to query
- Carefully review pages 207-208

Scoring

Scoring

- You will need the correct chronological age
- Review the manual carefully so you know how to calculate the child's test age
- Ages are not rounded up
 - 6 years, 11 months, 22 days = 6 years, 11 months
 - This is important when you are looking up scaled scores in the tables
- Check your addition
- Make sure you have the correct table
- Use the tables carefully, it is easy to look in the wrong column

Scoring

WASI-II

- Raw scores → T scores
(Table A.1)
- T scores → Sum of T scores
(Add the two T scores)
- Sum of T scores → FSIQ-2
(Table A.6)
Percentile for FSIQ-2 also in A.6

WPPSI-IV

- Raw scores → Scaled scores
(Table A.1)

Scoring

- For the WASI-II, you will use raw scores to obtain T scores for Vocabulary and Matrix Reasoning
- You will also look up the **Full Scale IQ-2 Subtests (FSIQ-2)** score, based on the sum of the T scores (Table A.6)
- The coding sheet will also ask for the **percentile** for the FSIQ-2 score (also in Table A.6)

WASI-II Table A.1

T Score Equivalents of Raw Scores by Age Group

6:0-6:3			6:4-6:7		
T Score	VC	MR	T Score	VC	MR
59	20	12	59	21	13

WASI-II Table A.6

Sum of T Scores	FSIQ-2	Percentile Rank
90	91	27

Scoring – Using the Tables

BD = Block Design

MR = Matrix Reasoning

RV = Receptive Vocabulary

VC = Vocabulary

General Considerations

General Considerations

- These tests are standardized, so it is important to administer them ***exactly*** as directed by the manual
- Instructions are in **bold** and should be read verbatim

General Considerations

- Professional, unhurried approach
- Calm, relaxed and confident
- Take a couple of minutes to establish rapport (e.g., “What do you like to do for fun?”)
- Parent should not be present unless absolutely necessary
- Advise parent to sit quietly and remain silent, or the test will not be valid
 - If parent present and there is any interference, reflect this with the reliability code

General Considerations

- It may be helpful to place younger children in a chair with arms, and push it up to the table
- However, if the child has difficulty sitting, it is OK for them to stand

General Considerations

- It is OK to say “nice work” or “you are doing a great job.” However, make it random or contingent on effort, don’t praise only when they give correct responses (i.e., don’t respond positively only when the response is correct, and remain silent when the response is incorrect).
- For the Vocabulary subtests, it is OK to say “just a moment” while you finish recording (writing) the response
- It is also OK to pause while you consult the manual regarding how many points to award, or when to query

Reliability Recording

- The coding sheet will ask for a reliability code for each test
- If testing was standard/no problems, the code is 1.0
- If not, select the appropriate code

Feedback

- Feedback templates are developed
- For family and nephrologist feedback, follow the process approved at your site

Questions?

- How many times should I practice each subtest?
- How long does it take to administer the 2-subtest IQ battery?
- Can I send my first administrations to the CCC for checking?