**Workshop Title:** Ethics and Intelligence Test Interpretation: Measurement Matters

**Sponsor:** School Psychology Program, College of William & Mary

**Date and Time:** October, 20, 2017 8:00-3:00 PM (6 hours CPD will be awarded)

A one hour break will be provided for participants to obtain lunch on their own.

**Location:** William & Mary School of Education, Dogwood Room

**Cost:** $25

**Registration Info:** Please register at the following link to reserve your space. Registration is first come first serve, no same day registration will be available (Capacity 80).

Eventbrite registration site: https://measurementmattersworkshop.eventbrite.com.

**Presenter:** Gary L. Canivez, Ph.D. Professor of Psychology, *Eastern Illinois University*

**Workshop Description:** Intelligence tests such as the WISC–V, WAIS–IV, WPPSI–IV, WJ IV, CAS–2, and SB–5 are some of the most frequently used tests in clinical assessment. In addition, there are many methods of test interpretation that pertain to the different scores and score comparisons within and between these measures. This workshop presents review of methods used to provide empirical support for score interpretations from intelligence tests and the ethical guidelines addressing test score interpretations as well as recent published peer reviewed empirical research addressing interpretation schemes presented by the test author(s) and publishers in technical or interpretive manuals and clinical guidebooks.

Technical and interpretation manuals recommend and promote numerous interpretation methods for provided scores and numerous score comparisons. Clinical guidebooks also promote various interpretation schemes. However, what empirical evidence is offered in these manuals or books to justify the interpretations and recommendations? Weiner (1989) cogently noted, psychologists must “(a) know what their tests can do and (b) act accordingly. … Acting accordingly–that is, expressing only opinions that are consonant with the current status of validity data–is the measure of his or her ethicality” (p. 829). To follow Weiner’s advice, educational, school, and clinical psychologists must possess and apply fundamental competencies in psychological measurement and the importance of these competencies cannot be overstated for ethical assessment and clinical practice (Dawes, 2005; McFall, 2000). Professional associations such as the American Psychological Associations (APA), American Educational Research Association (AERA), the National Council on Measurement in Education (NCME), British Psychological Society (BPS), the International Test Commission (ITC), as well as others, are concerned with proper use of psychological tests and there are specific guidelines that address important responsibilities of both test users *and* test publishers (AERA, APA, NCME, 1999; BPS, 2009, 2010; ITC, 2000, 2010). Empirical evidence from different types of reliability, validity, *and* diagnostic utility studies; each of which address a different interpretation issue, are critically important. Unfortunately, many intelligence test technical manuals and popular interpretation guides and textbooks neglect to address many critically important psychometric research methods and published studies necessary to judge the adequacy of the different test scores (Full Scale, Broad Factor, subtests, etc.) and comparisons they promote. This workshop delineates and highlights the psychometric research methods educational, school, and clinical psychologists *must* consider to adequately assess the viability of the different intelligence test scores and comparisons, and provides specific examples of the latest empirical research with popular intelligence tests such as the WISC–V, WAIS–IV, WPPSI–IV, WJ IV, SB–5, CAS–2, and SB–5. Reliability, validity, and diagnostic utility of Full Scale, Broad Factor/Index, and subtest scores (as well as score comparisons) will be discussed as well as implications for, and research regarding CHC Interpretations, Cross-Battery Assessment, and Processing/Patterns of Strengths and Weaknesses (PSW) schemes; facilitating more ethical use of intelligence test scores.

**Presenter Biography:** Gary L. Canivez, Ph.D., is Professor of Psychology at Eastern Illinois University and principally involved in the Specialist in School Psychology program. Dr. Canivez was formerly a school psychologist for 8 years in the Phoenix, AZ 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 presently teaches an undergraduate course in psychological measurement and graduate courses in advanced psychological measurement; individual intellectual assessment; child psychopathology; and social, emotional, and behavioral assessment. Dr. Canivez is an Associate Editor of *Archives of Scientific Psychology* and was an Associate Editor of *Psychological Assessment* (2011–2015); is a consulting editor for *Psychological Assessment*, *School Psychology Quarterly,* and the *Journal of Psychoeducational Assessment*; and has been an editorial board member or reviewer for numerous other professional journals such as *Intelligence, European Journal of Psychological Assessment, School Psychology Review*, *Journal of Clinical Psychology, Developmental Psychology, Clinical Psychological Science, Psychology in the Schools*, *Applied Neuropsychology*, *Developmental Psychology*, and *Behavior Research Methods*. He has also served as a grant reviewer for the *Israel Science Foundation*, the *Swiss National Science Foundation*, and the *Kuwait Foundation for the Advancement of Sciences*. The author of over 90 research and professional publications and over 200 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. He is a Charter Fellow of the Midwestern Psychological Association and a Fellow of the American Psychological Association. Complete information including downloadable article and book chapter reprints may be obtained at the web site of Dr. Canivez (www.ux1.eiu.edu/~glcanivez).