601 WAIS-III INTERPRETATION OUTLINE

PROFILE ANALYSIS AND INTERPRETATION FOR THE WAIS-III

Complete **Score Conversion Page**, **Profile Page**, and **Discrepancy Analysis Page** on the WAIS-III Record Form.

Use 95% confidence level. Use .05 critical level for statistical significance; also, the .15 critical level can be used for developing interpretive hypotheses but use cautiously.

Useful Tables and Handouts for WAIS-III Interpretation:

Psychometric Conversion Table

Handout #1:   Sattler Table C-5
Handout #2a: WAIS-III Manual Table B.5
        #2b: Sattler pp.310-12
        #2c: Satter pp. 118-122
Handout #3:   Sattler Table C-2
Handout #4a: WAIS-III Sattler Subtest Worksheet
        #4b: WAIS-III Manual Table B.4
        #4c: Sattler Interpretive Guidelines (pp.312-21; 449-51)

1.   Locate the following scores on the WAIS-III Record Form, **Profile Page**.
        Scores located in WAIS-III Manual, Appendix A, Table A.5, p. 197.

IQ/Index	Score	Percentile	Classification	95% Confidence Interval	Classification Range
FSIQ					
VIQ					
PIQ					
VCI					
POI					
WMI					
PSI					

<u>Describe Verbal and Performance IQ abilities:</u> (Handout #1)

Verbal Scale IQ_____

_____

Performance Scale IQ_____

_____

<u>Describe Index abilities:</u> (Handout #1)

Verbal Comprehension _____

_____

_____

Perceptual Organization_____

_____

_____

 Working Memory _____

_____

_____

Processing Speed_____

_____

_____

2. Determine if differences between IQ Scores and Index Scores are statistically significant and interpretively meaningful.

    A.) Statistical significance: WAIS-III Record Form, **Discrepancy Analysis Page**
    B.) Frequency: WAIS-III Record Form, **Discrepancy Analysis Page**

Record if there are significant differences between IQ Scores:

IQ Scores	Frequency in Standardization Sample	Analysis (Handout #2b)

Record if there are significant differences between Index Scores:

Index Scores	Frequency in Standardization Sample	Analysis (Handout #2c)

Report Performance on all Subtests.

Verbal Scale   Percentile   Classification Description of abilities (Handout #3)

Vocabulary

Similarities

Arithmetic

Digit Span

Information

Comprehension

Letter-Number Sequencing

Performance Scale

Picture Completion

Digit-Symbol-Coding

Block Design

Matrix Reasoning

Picture Arrangement

Symbol Search

Object Assembly

3. Analyze differences between a single subtest score and an average of subtest scores. If VIQ-PIQ differences are significant, compute separate means for each and compare subtests to home domain.

A.) Statistical significance: WAIS-III Record Form, **Score Conversion Page**
B.) Frequency: WAIS-III Record Form, **Score Conversion Page**

Significant positive differences are considered to be strengths and significant negative differences are considered to be weaknesses.

Record only the significant findings here:

VERBAL SCALE:

Subtest Strengths	Percentile Rank	Classification	Frequency	Ability Measured

Subtest Weaknesses	Percentile Rank	Classification	Frequency	Ability Measured

PERFORMANCE SCALE

Subtest Strengths	Percentile Rank	Classification	Frequency	Ability Measured

Subtest Weaknesses	Percentile Rank	Classification	Frequency	Ability Measured

4. Analyze Intersubtest Scatter: Complete **WAIS #4a Sattler Subtest Worksheet** to identify differences between pairs of subtest scores, within the Verbal domain, within the Performance domain, and across the V-P domains.

    A.) Statistical significance: WAIS-III Manual, Table B.4
    B.) Frequency: WAIS-III Manual, Table B.5
    C.) Discrepancies between Longest Digit Span Forward and Longest Digit Span Backward.
        WAIS-III Record Form, **<u>Score Conversion Page</u>**
        (WAIS-III Manual, Tables B.6 and B.7)

Record only significant findings from Sattler Subtest Worksheet. Record only in the > "greater than" direction. Modify language so it is reflective of your specific data. (Handout #4c)

<u>Comparisons of Verbal Scale Subtests   Findings   Hypotheses</u>

1. Information/Comprehension   >

2. Information/Similarities   >

3. Comprehension/Arithmetic   >

4. Digit Span/Arithmetic   >

5   Similarities/Comprehension   >

6. Similarities/Arithmetic   >

7. Similarities/Vocabulary   >

8. Similarities/Digit Span   >

9. Digit Span/Letter-Number Seq.   >
    (Handout #4c Page 449)

4. Continued

Comparisons of Performance Scale Subtests   Findings   Hypotheses

1.   Picture Completion/Picture Arrangement

2.   Picture Completion/Block Design

3.   Object Assembly/Picture Arrangement

4.   Digit Symbol-Coding/Symbol Search

5.   Block Design/Object Assembly

6.   Matrix Reasoning/Block Design
      (Handout #4c, page 449 for MR)

7.   Matrix Reasoning/Picture Arrangement

8.   Matrix Reasoning/Picture Completion

9.   Matrix Reasoning/Object Assembly

10.   Matrix Reasoning/Digit Symbol-Coding

11.   Matrix Reasoning/Symbol Search

4. Continued

Comparisons of Verbal and Performance Scale Subtests   Findings   Hypotheses

1.   Similarities/Block Design   >

2. Similarities/Matrix Reasoning   >
       (Handout #4c, p.450 for MR)

3. Comprehension/Matrix Reasoning   >
       (Handout #4c, p.450 for MR)

4. Vocabulary/Matrix Reasoning   >
       (Handout #4c, p.450 for MR)

5. Picture Arrangement/Comprehension   >

6. PictureCompletion/Arithmetic   >

5.   Examine pattern of responses within subtests to see if there is a consistent pattern of progress, or if there is variability, i.e., missing easier items while answering harder items correctly (Intrasubtest scatter). Develop hypotheses for scatter.

6.   Examine content of responses within subtests for interesting or unusual verbalizations that may provide clinical insight.   (Qualitative analysis)

7.   Integrate hypotheses with Behavioral Observations and Background Information when relevant throughout report.