

Please use the following citation when referencing this work:

McGill, R. J. (2019). Book review: Surveying the landscape of intelligence testing in school psychology. *School Psychology in Virginia*, 6 (2). 10-11.

Book review: Surveying the Landscape of Intelligence Testing in School Psychology

Flanagan, D. P., & McDonough, E. M. (Eds.). (2018). *Contemporary intellectual assessment: Theories, tests, and issues* (4th ed.). New York: Guilford Press, 1130 pp., \$110.00, ISBN 9781462535781

When it was first published in 1997, *Contemporary Intellectual Assessment: Theories, Tests, and Issues* (CIA) set a new standard in the discipline and soon became one of the leading practitioner reference texts for intelligence testing in professional school psychology. Now in its fourth edition, Flanagan and McDonough's edited volume, in many ways, meets the lofty expectations set by previous editions and is no doubt poised to remain a vanguard for discussing intellectual theory and intelligence testing in the school and clinical psychology literatures. The editors and chapter authors are to be commended for incorporating new research evidence as it has accumulated and updating interpretive guidance and recommendations accordingly in several prominent chapters.

The newest edition of CIA contains 39 chapters, organized into six major sections: (I) The Origins of Intellectual Assessment, (II) Contemporary Theoretical Perspectives, (III) Contemporary, Intelligence, Cognitive, and Neuropsychological Batteries and Associated Achievement Tests, (IV) Relevance of Tests of Intelligence, Cognitive Abilities, and Neuropsychological Processes in Understanding Individual Differences, (V) Linking Assessment Data to Interventions, and (VI) Contemporary and Emerging Issues in Intellectual, Cognitive, and Neuropsychological Assessment. In total, the current edition contains three additional chapters and is approximately 200 pages longer than the previous version.

The chapters contained in Section I on the history of intelligence testing and the history of intelligence test interpretation by Wasserman and Kaufman et al. respectively are simply without equal and should be required reading by every school psychologist who administers and interprets cognitive tests on a routine basis. In this reviewer's opinion, the chapters in Section II, are what really distinguishes CIA from other omnibus assessment texts. That section contains 6 stand-alone chapters surveying every major theory of intelligence, including, a new chapter on the Parieto-Frontal Integration Theory by Haier and Jung. Of note, Chapter 3, updating the Cattell-Horn-Carroll Theory of Cognitive Abilities (CHC), by Schneider and McGrew will likely be a focal interest for many readers and highly cited by assessment scholars over the next decade given its historical role in advancing and refining CHC theory.

Section III contains 12 chapters surveying individual assessment instruments. Many of the chapters written in this section are authored by one or more of the tests' authors. For the most part, each of these chapters provides a surface level introduction to the organization and interpretive features of each test. However, there are some chapters that go into greater depth as it relates to clinical interpretation. For example, in the KABC-II chapter, Drozdik and colleagues encourage practitioners to "just say no" to invalidating cognitive composites in the presence of significant scatter based on new research findings for that particular test.

Sections IV-VI contain chapters outlining more specific testing applications and concepts such as Cross-Battery Assessment (XBA), specific learning disability identification, testing with culturally and linguistically diverse populations, and neuropsychological assessment (in this reviewer's view, a major focus of the revision as a whole). Readers will likely find each of these chapters informative for advancing their knowledge base in each of these important practice areas. In particular, the chapter on confirmatory factor analysis by Keith and Reynolds is an

excellent introduction to understanding structural validity and test validation at a more practical level.

Despite these strengths, CIA does have a few shortcomings. Historically, the text has always contained one or more chapters outlining and describing the potential limitations of various methods of cognitive profile analysis. For the first time, the revised edition does not contain any chapter presenting a countering view on these matters. Given longstanding debates on these issues, this information is vital for practitioners to consider as they determine which methods of clinical assessment have the necessary reliability and validity for high stakes decisions about individuals. Additionally, CIA should be regarded as an *advanced* text targeting both practitioners and researchers. Novice readers may find it useful to supplement some of the chapters on advanced practice topics (i.e., neuropsychological assessment) with additional introductory resources.

In spite of these limitations, this reviewer found CIA to be exceptionally well written and organized. There is no doubt that it will continue to be a seminal reference in advancing our understanding of intelligence theory and testing in school psychology. Whereas the book is not a practice guide per se, the book will likely be a useful addition to a professional library.

Ryan J. McGill, Ph.D., BCBA-D, NCSP is assistant professor and director of the school psychology program at the William & Mary School of Education.

COI Disclosure: The reviewer is a co-author of a chapter contained in CIA. The author has received no compensation for this work and does not receive any royalties related to sales of the text or dissemination of that chapter. No editorial comments regarding that particular chapter are provided in the current review.