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WJ Perspectives

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Use of the *Woodcock-Johnson* IV in School Neuropsychological Assessments

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The three core *Woodcock-Johnson*® IV (*WJ IV*®) (Schrank, McGrew, & Mather, 2014) batteries (**Tests of Cognitive Abilities** [*WJ IV COG*], **Tests of Oral Language** [*WJ IV OL*], and **Tests of Achievement** [*WJ IV ACH*]) are useful baseline measures for a school/ pediatric neuropsychological evaluation (Miller, 2013; Miller, McGill, & Bauman Johnson, in press).

> **Richard W. Woodcock originally developed the Woodcock-Johnson Revised (*WJ-R: Woodcock & Johnson*, 1989) with neuropsychological assessment in mind.**

In 2013, Miller updated his school neuropsychological conceptual model by providing additional integration between neuropsychological constructs and CHC theory. Miller's revised model is now referred to as the Integrated School Neuropsychological/ Cattell-Horn-Carroll (Integrated SNP/CHC) Model. The model: 1) provides an organizational framework for interpreting assessment data; 2) strengthens the linkage between assessment and evidence-based interventions; and 3) offers a common frame of reference for evaluating the effects of neurodevelopmental disorders on neurocognitive processes (Miller, 2013).

On the reverse side of this sheet, Table 1 presents the *WJ* tests classified into the Integrated SNP/ CHC Model. While the *WJ IV* batteries covers a comprehensive representation of the broad and narrow neurocognitive processes and skills as outlined in the Integrated SNP/CHC Model (Miller, 2013), administering only those tests does not constitute a comprehensive neuropsychological assessment. The *WJ* typically serves as baseline testing for a more comprehensive neuropsychological assessment. Hypotheses about an examinee's strengths and weaknesses are generated based on the *WJ* tests results and then the clinician chooses additional crossbattery assessments to validate or refute those hypotheses.

> **Compared to all of the other major co-normed tests of cognitive abilities and academic achievement, the *WJ IV* provides the most coverage across the classifications defined by the Integrated SNP/CHC Model (Miller et al., in press).**

References

Miller, D. C. (2013). Essentials of School Neuropsychological Assessment—Second Ed. Hoboken, NJ: Wiley.

Miller, D. C., McGill, R., & Bauman Johnson, W. L. (in press). Neurocognitive Applications of the WJ IV. In D. Flanagan & V. Alfonso (Eds.). Clinical applications of the WJ IV. Novato, CA: Academic Therapy Press.

Schrank, F. A., McGrew, K. S., & Mather, N, (2014). Woodcock-Johnson IV. Rolling Meadows, IL: Riverside Publishing.

Woodcock, R. W., & Johnson, M. B. (1989). Woodcock-Johnson Psychoeducational Battery—Revised. Chicago: Riverside.

Integrated SNP/CHC Broad Classifications	Integrated SNP/CHC 2nd Order Classifications	WJ IV Test (Battery)
Cognitive Processes: Visuospatial	• Visuospatial perception • Visuospatial reasoning	• Sound Awareness (**OL**) • Nonword Repetition (**COG**) • Phonological Processing (**COG**) • Segmentation (**OL**) • Sound Blending (**OL**)
Cognitive Processes: Learning and Memory	Immediate verbal memory	• Memory for Words (**COG**) • Sentence Repetition (**OL**) • Story Recall (**COG**)
	Visual immediate memory	Picture Recognition (**COG**)
	Verbal-visual associative memory	Visual-Auditory Learning (**COG**)
Cognitive Processes: Executive Functions	Problem solving, fluid reasoning, and planning	• Concept Formation (**COG**) • Analysis/Synthesis (**COG**) • Number Matrices (**ACH**) • Number Series (**COG**)
Facilitators/Inhibitors: Allocating and Maintaining Attention	Selective/focused and sustained attention	Pair Cancellation (**COG**)
	Attentional capacity	• Sentence Repetition (**OL**) • Memory for Words (**COG**) • Story Recall (**COG**)
Facilitators/Inhibitors: Working Memory	Working memory	• Object-Number Sequencing (**COG**) • Numbers Reversed (**COG**) • Verbal Attention (**COG**)
Facilitators/Inhibitors: Speed, Fluency, and Efficiency of Processing	Performance fluency	• Letter-Pattern Matching (**COG**) • Number-Pattern Matching (**COG**) • Rapid Picture Naming (**COG**)
	Acquired knowledge fluency	• Oral Reading (**ACH**) • Word-Reading Fluency (**ACH**) • Sentence-Reading Fluency (**ACH**) • Sentence-Writing Fluency (**ACH**) • Math Facts Fluency (**ACH**)
Acquired Knowledge: Acculturation Knowledge	Semantic memory: General information	• Oral Vocabulary (**COG**) • General Information (**COG**)
Acquired Knowledge: Language Abilities	Oral expression	Picture Vocabulary (**COG**)
	Receptive language (listening comprehension)	• Oral Comprehension (**OL**) • Understanding Directions (**OL**)
Acquired Knowledge: Reading Achievement	Basic reading skills: Phonological decoding	• Letter-Word Identification (**ACH**) • Word Attack (**ACH**)
	Reading comprehension skills	• Passage Comprehension (**ACH**) • Reading Recall (**ACH**) • Reading Vocabulary (**ACH**)
Acquired Knowledge: Written Language Achievement	Written expression	Editing (**ACH**)
	Expository composition	Writing Samples (**ACH**)
	Orthographic spelling	• Spelling (**ACH**) • Spelling of Sounds (**ACH**)
Acquired Knowledge: Mathematics Achievement	Mathematical calculations	Calculations (**ACH**)
	Mathematical reasoning	Applied Problems (**ACH**)

Table 1

*Coverage of the Basic Neurocognitive Constructs by the **WJ IV Tests of Cognitive Abilities, Oral Language, and Achievement** (Miller et al, in press).*

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