Required Resources

Text

Gregory, R. J. (2014). [*Psychological testing: History, principles, and applications*](https://ashford.instructure.com/courses/78272/external_tools/retrieve?display=borderless&url=https%3A%2F%2Fcontent.ashford.edu%2Flti%3Fbookcode%3DGregory.8055.17.1)(7th ed.). Boston, MA: Pearson.

* Chapter 5: Theories and Individual Tests of Intelligence and Achievement
* Chapter 6: Group Tests and Controversies in Ability Testing

Articles

Ekinci, B. (2014). [The Relationship among Sternberg's triarchic abilities, Gardner's multiple intelligences, and academic achievement](https://ashford.instructure.com/courses/78272/external_tools/retrieve?display=borderless&url=https%3A%2F%2Flibrary.ashford.edu%2FAccount%2FLtiLogin.aspx%3Fcustom_redirectresource%3Dhttps%3A%2F%2Flibrary.ashford.edu%2Fezproxy.aspx%3Furl%3Dhttp%253A%2F%2Fsearch.ebscohost.com%2Flogin.aspx%3Fdirect%3Dtrue%252526AuthType%3Dip%2Ccpid%252526custid%3Ds8856897%252526db%3Da9h%252526AN%3D96017946%252526site%3Dehost-live). *Social Behavior & Personality, 42*(4), 625-633. doi: 10.2224/sbp.2014.42.4.625

* The full-text version of this article can be accessed through the EBSCOhost database in the Ashford University Library. The author presents a discussion of the relationships among Sternberg’s triarchic abilities (STA), Gardner’s multiple intelligences, and the academic achievement of children attending primary schools. The article serves as an example of an empirical investigation of theoretical intellectual constructs.

Fletcher, J. M., Francis, D. J., Morris, R. D., & Lyon, G. R. (2005). [Evidence-based assessment of learning disabilities in children and adolescents](https://ashford.instructure.com/courses/78272/external_tools/retrieve?display=borderless&url=https%3A%2F%2Flibrary.ashford.edu%2FAccount%2FLtiLogin.aspx%3Fcustom_redirectresource%3Dhttps%3A%2F%2Flibrary.ashford.edu%2Fezproxy.aspx%3Furl%3Dhttp%253A%2F%2Fsearch.ebscohost.com%2Flogin.aspx%3Fdirect%3Dtrue%252526AuthType%3Dip%2Ccpid%252526custid%3Ds8856897%252526db%3Da9h%252526AN%3D17700935%252526site%3Dehost-live). *Journal of Clinical Child and Adolescent Psychiatry, 34*(3), 506-522. Retrieved from the EBSCOhost database.

* The authors of the article review the reliability and validity of four approaches to the assessment of children and adolescents with learning disabilities.

Hampshire, A., Highfield, R. R., Parkin, B. L., & Owen, A. M. (2012). [Fractionating human intelligence](https://ashford.instructure.com/courses/78272/external_tools/retrieve?display=borderless&url=https%3A%2F%2Flibrary.ashford.edu%2FAccount%2FLtiLogin.aspx%3Fcustom_redirectresource%3Dhttps%3A%2F%2Flibrary.ashford.edu%2Fezproxy.aspx%3Furl%3Dhttp%253A%2F%2Fsearch.proquest.com%2Fdocview%2F1503848419%3Faccountid%3D32521). *Neuron, 76(*6). 1225–1237. doi: 10.1016/j.neuron.2012.06.022

* The full-text version of this article can be accessed through the ProQuest database in the Ashford University Library. The authors compare factor models of individual differences in performance with factor models of brain functional organization to demonstrate that different components of intelligence have analogs in distinct brain networks.

Healthwise Staff. (2014). [Mental health assessment (Links to an external site.)](http://www.webmd.com/mental-health/mental-health-assessment). Retrieved from http://www.webmd.com/mental-health/mental-health-assessment

* This online article presents information on the purposes of mental health assessments and what examinees and family members may expect during mental health assessment visits.

McDermott, P. A., Watkins, M. W., & Rhoad, A. M. (2014). [Whose IQ is it?—Assessor bias variance in high-stakes psychological assessment](https://ashford.instructure.com/courses/78272/external_tools/retrieve?display=borderless&url=https%3A%2F%2Flibrary.ashford.edu%2FAccount%2FLtiLogin.aspx%3Fcustom_redirectresource%3Dhttps%3A%2F%2Flibrary.ashford.edu%2Fezproxy.aspx%3Furl%3Dhttp%253A%2F%2Fsearch.ebscohost.com%2Flogin.aspx%3Fdirect%3Dtrue%252526AuthType%3Dip%2Ccpid%252526custid%3Ds8856897%252526db%3Dpdh%252526AN%3D2013-38399-001%252526site%3Dehost-live). *Psychological Assessment*, *26*(1), 207-214. doi: 10.1037/a0034832

* The full-text version of this article can be accessed through the EBSCOhost database in the Ashford University Library. Assessor bias occurs when a significant portion of the examinee’s test score actually reflects differences among the examiners who perform the assessment. The authors examine the extent of assessor bias in the administration of the Wechsler Intelligence Scale for Children—Fourth Edition (WISC–IV) and explore the implications of this phenomenon.

Rockstuhl, T., Seiler, S., Ang, S., Van Dyne, L., & Annen, H. (2011). [Beyond general intelligence (IQ) and emotional intelligence (EQ): The Role of cultural intelligence (CQ) on cross-border leadership effectiveness in a globalized world](https://ashford.instructure.com/courses/78272/external_tools/retrieve?display=borderless&url=https%3A%2F%2Flibrary.ashford.edu%2FAccount%2FLtiLogin.aspx%3Fcustom_redirectresource%3Dhttps%3A%2F%2Flibrary.ashford.edu%2Fezproxy.aspx%3Furl%3Dhttp%253A%2F%2Fsearch.ebscohost.com%2Flogin.aspx%3Fdirect%3Dtrue%252526AuthType%3Dip%2Ccpid%252526custid%3Ds8856897%252526db%3Da9h%252526AN%3D69604603%252526site%3Dehost-live). *Journal of Social Issues, 67*(4). 825-840. Retrieved from the EBSCOhost database.

* This article represents a contemporary, real-world application of intellectual testing. The authors discuss the implication of the research on the relationship among general intelligence (IQ), emotional intelligence (EQ), cultural intelligence (CQ) and cross-border leadership effectiveness.

Multimedia

de Rossier, L. (Producer) & Boutinard-Rouelle, P. (Director). (2011). [IQ: A history of deceit (Links to an external site.)](https://fod.infobase.com/OnDemandEmbed.aspx?Token=52818&aid=18596&Plt=FOD&loid=0&w=640&h=480&ref) [Video file]. Retrieved from https://fod.infobase.com/OnDemandEmbed.aspx?Token=52818&aid=18596&Plt=FOD&loid=0&w=640&h=480&ref

* The full version of this video is available through the Films on Demand database in the Ashford University Library. This program reviews the history of intelligence assessment.