



PIAT-R/NU Bibliography

- Benes, K. M. (1992). Review of Peabody Individual Achievement Test-Revised. In J. J. Kramer & J. C. Conoley (Eds.), *Eleventh mental measurements yearbook* (pp. 649-654). Lincoln, NE: Buros Institute of Mental Measurements.
- Cole, J. C., Muenz, T. A., Ouchi, B. Y., Kaufman, N. L., & Kaufman, A. S. (1997). The impact of pictorial stimulus on written expression output of adolescents and adults. *Psychology in the Schools*, 34, 1-9.
- Daub, D., & Colarusso, R. P. (1996). The validity of the WJ-R, PIAT-R, and DAB-2 reading subtests with students with learning disabilities. *Learning Disabilities Research & Practice*, 11, 90-95.
- Edwards, J. (1989). Test review: Peabody Individual Achievement Test-Revised (PIAT-R). *Journal of Psychoeducational Assessment*, 7, 264-271.
- Lazarus, B. D., McKenna, M. C., & Lynch, D. (1989-90). Peabody Individual Achievement Test-Revised (PIAT-R). *Diagnostique*, 15, 135-148.
- Luther, J. B. (1992). Review of the Peabody Individual Achievement Test-Revised. *Journal of School Psychology*, 30, 31-39.
- Muenz, T.A., Ouchi, B.Y., & Cole, J.C. (1999). Item analysis of written expression scoring systems from the PIAT-R and WIAT. *Psychology in the schools*, 36(1), 31-40.
- Naglieri, J. A. (1985). Normal children's performance on the McCarthy Scales, Kaufman Assessment Battery for Children, and Peabody Individual Achievement Test. *Journal of Psychoeducational Assessment*, 3, 123-129.
- Prewett, P. N., & Giannuli, M. M. (1991). The relationship among the reading subtests of the WJ-R, PIAT-R, K-TEA, and WRAT-R. *Journal of Psychoeducational Assessment*, 9, 166-174.
- Riccio, C. A., Boan, C. H., Staniszewski, D., & Hynd, G. W. (1997). Concurrent validity of standardized measure of written expression. *Diagnostique*, 23, No. 1.
- Roffman, A. J., Herzog, J. E., & Wershba-Gershon, P. M. (1994). Research: Helping young adults understand their learning disabilities. *Journal of Learning Disabilities*, 27, 413-419.
- Slate, J. R. (1996). Interrelations of frequently administered achievement measures in the determination of specific learning disabilities. *Learning Disabilities Research and Practice*, 11, 86-89.