



## WIAT®-4 Advanced Analysis & Intervention Planning Live Webinar

Presented by: Nancy Lamb, Ed.S., ABSNP

Date: Wednesday, December 10, 2025

Time: 12:00 p.m. – 3:45 p.m. ET

Delivery method: Live webinar

Instructional level: Advanced

Sponsored by: NCS Pearson, Inc.

### Course Description

This advanced training session is designed for clinicians and educators seeking to deepen their understanding of the WIAT-4 and enhance their ability to interpret results for meaningful intervention planning. Participants will explore theoretical models of achievement in reading, writing, and mathematics, and learn how to apply current research to the interpretation of WIAT-4 data. Utilizing examples in composite and subtest analysis, participants will explore and identify patterns that inform targeted, evidence-based interventions. The session will also cover procedures for using WIAT-4 results to support the identification of students who may benefit from specially designed instruction.

### Learner Outcomes

*After completing this learning track, participants will be able to:*

1. Demonstrate an advanced understanding of the WIAT-4 and its application to achievement assessment in reading, writing, and mathematics
2. Interpret WIAT-4 results using theoretical models and current research to inform educational decision making
3. Analyze composite and subtest data to identify patterns that guide targeted, evidence-based interventions
4. Develop effective intervention plans based on error analysis and research-based interpretation strategies

### Time-Ordered Agenda

60 minutes	Theoretical models of achievement in reading, writing, and mathematics
60 minutes	Research applications of the WIAT-4
60 minutes	Interpretation and error analysis using case studies
30 minutes	Effective intervention plans

### About the Presenter

Nancy Lamb is a school psychologist with over 20 years of experience in public, independent, and charter schools across urban and suburban areas. She develops and delivers professional development trainings on neuropsychological growth, childhood assessment, and data interpretation to equip school staff to better support students' academic, social-emotional, and behavioral needs.

### Disclosure

**Financial:** Nancy Lamb is employed by Pearson Clinical Assessment.

**Nonfinancial disclosure:** There are no relevant nonfinancial relationships to disclose.

NCS Pearson, Inc., the sponsor of this webinar, develops and distributes assessments and intervention tools for speech-language pathologists, occupational therapists, and psychologists. This webinar will include information that pertains to the effective and appropriate use and interpretation of the WAIT-4, published by NCS Pearson. No other assessments will be discussed during this presentation.

### References

- Berninger, V. W., & Winn, W. D. (2006). Implications of advancements in brain research and technology for writing development, writing instruction, and educational evolution. In C. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of writing research* (pp. 96–114). Guilford Press.
- Berninger, V. W. (2008). Defining and differentiating dysgraphia, dyslexia, and language learning disability within a working memory model. In M. Mody & E. R. Silliman (Eds.), *Brain, behavior, and learning in language and reading disorders* (pp. 103–134). Guilford Press.
- Catts, H. W., & Petscher, Y. (2022). A cumulative risk and resilience model of dyslexia. *Journal of Learning Disabilities*, 55(3), 171–184.
- Parkin, J. R., Hajovsky, D. B., & Alfonso, V. C. (2024). Describing the relationship between word decoding, oral language, phonemic awareness, and the orthographic lexicon in the KTEA-3 and WIAT-4. *Journal of Psychoeducational Assessment*, 43(1), 3–17. <https://doi.org/10.1177/07342829241297820>
- Parkin, J. R., & Robins Deville, L. (2022). Explaining performance in word reading and comprehension across ages: An analysis of multiple hypotheses with the Wechsler Individual Achievement Test, Fourth Edition. *Journal of Psychoeducational Assessment*, 40(7), 895–910. <https://doi.org/10.1177/07342829221107324>
- Perfetti, C. (2007). Reading ability: Lexical quality to comprehension. *Scientific Studies of Reading*, 11(4), 357–383. <https://doi.org/10.1080/10888430701530730>



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