WAIS-5 Interpretation, Instruction, and Intervention Implication

Presented by: Kelly Lee, PhD
Date: Wednesday, July 15, 2026
Time: 9:00 a.m. – 12:45 p.m. ET
Delivery Method: Live webinar
Instructional level: Intermediate
Sponsored by: NCS Pearson, Inc.

Course Description

Join us for a dynamic 3.5-hour intermediate session designed for professionals seeking to deepen their understanding of the Wechsler® Adult Intelligence Scale, Fifth Edition (WAIS-5). This interactive training introduces new score options available, as well as how to select appropriate ancillary index measures. Through practical case studies, you'll learn to interpret standardized scores, uncover individual strengths and weaknesses, and explore potential intervention strategies.

Learner Outcomes

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

1. Differentiate primary, ancillary, and expanded index scores
2. Choose an appropriate ancillary or expanded index score based on client profiles
3. Interpret WAIS-5 results to inform intervention planning

Time-ordered Agenda

60 minutes	Differentiate primary, ancillary, and expanded index scores
60 minutes	Choose an appropriate ancillary or expanded index score based on client profiles
90 minutes	Interpret WAIS-5 results to inform intervention planning

About the Presenter

Dr. Kelly Lee is a licensed psychologist in Texas and clinical faculty member at Texas A&M University. She graduated with her doctorate in counseling psychology at the University of Houston in 2016 and her research and clinical interests are in psychoeducational assessment and assessment supervision.

Disclosure

Financial: Kelly Lee is employed by Pearson Clinical Assessment.

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

NCS Pearson, Inc., the sponsor of this learning track, develops and distributes assessments and intervention tools for speech-language pathologists, occupational therapists, and psychologists. This offering will include information that pertains to the effective and appropriate use and interpretation of the Differential Ability Scales-II NU published by NCS Pearson. No other assessments will be discussed during this presentation.

References

- Crystallized intelligence is considered a cornerstone of intelligence (Euler et al., 2023; Flanagan & Alfonso, 2017; Schneider & McGrew, 2018)

Euler, M. J., Vehar, J. V., & Guevara, J. E. (2023). Theories of intelligence. In J. L. Matson (Ed.), Handbook of clinical child psychology: Integrating theory and research into practice (pp. 289–323). Springer Nature Switzerland AG.https://doi.org/10.1007/978-3-031-24926-6_15

Flanagan, D.P, & Alfonso, V.V. (2017) Essentials of WISC-V Assessment. Wiley Schneider, J.J., & McGrew, K.S. (2018). The Cattell-Horn-Cattell theory of cognitive abilities. In D.P Flanagan & E. M McDonough (EDs), Contemporary intellectual assessment: Theories, tests and issues (4th ed, pp 73-163) Guilford Press

- Crystallized abilities continue to show age related gains well into the 7th decade of life (Baltes et al., 1999, Linderberger, 2001)

U. Lindenberger, Lifespan theories of cognitive development, in International Encyclopedia of the Social and Behavioral Sciences, N. J. Smelser, P. B. Baltes, Eds. (Elsevier Science, 2001), pp. 8848–8854.

P. B. Baltes, U. M. Staudinger, U. Lindenberger, Lifespan psychology: Theory and application to intellectual functioning. Annu. Rev. Psychol. 50, 471–507 (1999).

- Crystallized intelligence is highly correlated with education and experience (Rindermann et al., 2010)

H. Rindermann, C. Flores-Mendoza and M. Mansur-Alves, "Reciprocal Effects between Fluid and Crystallized Intelligence and Their Dependence on Parents' Socioeconomic Status and Education," Learning and Individual Differences, Vol. 20, No. 5, 2010, pp. 544-548. doi:10.1016/j.lindif.2010.07.002

- Predictive of academic achievement outcomes (Gómez- Veiga et al., 2018;

Gomez-Veiga, I., Vila Chaves, J. O., Duque, G., & García Madruga, J. A. (2018). A new look to a classic issue: Reasoning and academic achievement at secondary school. Frontiers in Psychology, 9, Article 400. https://doi.org/10.3389/fpsyg.2018.00400

Hacatrjana, L. (2022). Flexibility to change the solution: An indicator of problem solving that predicted 9th grade students' academic achievement during distance learning, in parallel to reasoning abilities and parental education. Journal of Intelligence, 10(1), Article 7. https://doi.org/10.3390/jintelligence10010007

• Sensitive to a variety of neurocognitive conditions such as Parkinson's disease (Luca et al., 2022) and traumatic brain injury (Avramović et al., 2017)

Luca, A., Donzuso, G., D'Agate, C., Terravecchia, C., Cicero Edoardo, C., Mostile, G., Sciacca, G., Nicoletti, A., & Zappia, M. (2022). Verbal reasoning impairment in Parkinson's disease. Behavioural Neurology, 2022, Article 3422578. https://doi. Org/10.1155/2022/3422578

Avramović, P., Kenny, B., Power, E., McDonald, S., Tate, R., Hunt, L., MacDonald, S., Heard, R., & Togher, L. (2017). Exploring the relationship between cognition and functional verbal reasoning in adults with severe traumatic brain injury at six months post injury. Brain Injury, 31(4), 502–516. https://doi.org/10.1080/02699052.2017.128085

•Visual spatial abilities are a key skill for solving word and geometry problems (Anderson et al., 2022)

Andersson, U., Berg, D. H., Boonen, A. J. H., Bull, R., Burte, H., Cirino, P. T., Colom, R., Cummins, D. D., Delgado, A. R., Johnson-Laird, P. N., Kleemans, T., … Hawes, Z. (2022, October 21). Spatial processing rather than logical reasoning was found to be critical for mathematical problem-solving. Learning and Individual Differences. https://www.sciencedirect.com/science/article/abs/pii/S1041608022001170

•Gifted students use more visual spatial representations when solving math problems and schematic representations; students with learning disorders used more pictorial representations (Garderen & Montague, 2003)

van Garderen, D., & Montague, M. (2003). Visual-Spatial Representation, Mathematical Problem Solving, and Students of Varying Abilities. Learning Disabilities Research & Practice, 18(4), 246–254. https://doi.org/10.1111/1540-5826.00079

•Children with autism rely on visual spatial processes when solving complex matrix reasoning asks(Simard et al., 2015)

Isabelle Simard, David Luck, Laurent Mottron, Thomas A. Zeffiro, Isabelle Soulières, Autistic fluid intelligence: Increased reliance on visual functional connectivity with diminished modulation of coupling by task difficulty, NeuroImage: Clinical,Volume 9, 2015, Pages 467-478,

• Fluid intelligence peaks at around age 27 and then gradually declines (Deshardins & Warnke, 2012)

Desjardins, Richard; Warnke, Arne Jonas (2012) : Ageing and Skills: A Review and Analysis of Skill Gain and Skill Loss Over the Lifespan and Over Time, OECD Education Working Papers, No. 72, OECD Publishing, Paris,

https://doi.org/10.1787/5k9csvw87ckh-en

• Fluid reasoning predicts math achievement among children and adolescents (Green et al., 2017)

Green, C. T., Bunge, S. A., Briones Chiongbian, V., Barrow, M., & Ferrer, E. (2017). Fluid reasoning predicts future mathematical performance among children and adolescents. Journal of Experimental Child Psychology, 157, 125–143. https://doi.org/10.1016/j.jecp.2016.12.005

• One study showed that adolescents with high functioning autism (Asperger's disorder) outperformed typically developed matched peers on measures of fluid reasoning (Hayashi et al., 2008)

Hayashi M, Kato M, Igarashi K, Kashima H. Superior fluid intelligence in children with Asperger's disorder. Brain Cogn. 2008 Apr;66(3):306-10. doi: 10.1016/j.bandc.2007.09.008. Epub 2007 Nov 5. PMID: 17980944.

• Excessive social media use is linked to reduced memory performance (and increased anxiety) (Dikshit & Kiran, 2023)

Rishi Dikshit, & Kiran, U. V. (2023). Social Media and Working Memory - A Review. Journal of Ecophysiology and Occupational Health, 221–231. https://doi.org/10.18311/jeoh/2023/34681

• Verbal working memory is tied to reading performance for adults (Peng et al., 2018)

Peng P, Barnes M, Wang C, Wang W, Li S, Swanson HL, Dardick W, Tao S. A metaanalysis on the relation between reading and working memory. Psychol Bull. 2018 Jan;144(1):48-76. doi: 10.1037/bul0000124. Epub 2017 Oct 30. PMID: 29083201.

• Students with dyslexia exhibit weaknesses in the phonological loop and auditory working memory; students with dyscalculia show deficits in visual spatial memory (Maehler & Schuchardt, 2016)

Claudia Maehler, Kirsten Schuchardt,Working memory in children with specific learning disorders and/or attention deficits, Learning and Individual Differences, Volume 49, 2016,

• Processing speed is enhanced by thicker myelin, which coats neurons. The higher the myelin content of white matter tracts predicted faster processing speed (Chopra et al., 2018, Kochenuv 2010, Penke 2010)

• Slower processing speed is often associated with lower white matter volume (Kochenuv, 2010; Penke, 2010; Ready et al., 2011)

Chopra S, Shaw M, Shaw T, Sachdev PS, Anstey KJ, Cherbuin N. More highly myelinated white matter tracts are associated with faster processing speed in healthy adults. Neuroimage. 2018 May 1;171:332-340. doi: 10.1016/j.neuroimage.2017.12.069.

Kochunov P, Coyle T, Lancaster J, Robin DA, Hardies J, Kochunov V, Bartzokis G, Stanley J, Royall D, Schlosser AE, Null M, Fox PT. Processing speed is correlated with cerebral health markers in the frontal lobes as quantified by neuroimaging. Neuroimage. 2010 Jan 15;49(2):1190-9.

Penke L, Muñoz Maniega S, Murray C, Gow AJ, Hernández MC, Clayden JD, Starr JM, Wardlaw JM, Bastin ME, Deary IJ. A general factor of brain white matter integrity predicts information processing speed in healthy older people. J Neurosci. 2010;30:7569–7574.

• The ability to quickly recognize quantities (i.e., subitizing) is affected by aging (Kamiji & Takeda, 2009)

Kamijo, K., & Takeda, Y. (2009). Subitizing requires more attentional resources in older adults. Japanese Journal of Physiological Psychology and Psychophysiology, 27(3), 199–206. https://doi.org/10.5674/jjppp.27.199

• Students with ADHD inattentive type exhibit slower perceptual and fine motor speeds, particularly as the demands of the task increases (Kibby et al., 2018)

Kibby, M. Y., Vadnais, S. A., & Jagger-Rickels, A. C. (2018). Which components of processing speed are affected in ADHD subtypes? Child Neuropsychology, 25(7), 964–979. https://doi.org/10.1080/09297049.2018.1556625

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