

WMS-5: ADMINISTRATION AND SCORING OVERVIEW

Presented by: Kathleen Murphy-Eberenz, PhD

Dates: Friday, July 31, 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

This 3.5-hour interactive session introduces the fifth edition of the Wechsler Adult Intelligence Scale® (WAIS-5), a cognitive assessment used with adolescents and adults. Updates to the WAIS-5 relative to its predecessor (WAIS-IV) will be reviewed with a focus on updated norms, new subtests, new indexes, the new five-factor structure, and other revisions. Hands-on practice with administration and scoring, specifically with new features, will be provided.

Learner Outcomes

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

1. Describe changes to the test structure and framework
2. Implement administration of new subtests
3. Differentiate primary, ancillary, and expanded index scores
4. Discuss typical score profiles for special populations

Time-ordered Agenda

60 minutes	Introduction to the new WAIS-5 test administration, including the calculation of the Full Scale IQ and primary index scales
60 minutes	Review of the new subtest administration and scoring, including Running Digits, Set Relations, Symbol Span, Naming Speed Quantity, and Spatial Addition
90 minutes	Review of the composite scores and the ancillary index scales, including a review of the expanded index scores, the domain-specific index scores, and the summary index scores

About the Presenters

Kathleen Murphy-Eberenz, Ph.D., PSYPACT certified, is a licensed clinical psychologist with over 20 years experience in academic, healthcare, pharmaceutical and clinical research industries. Kathleen earned her doctorate from Drexel University and has worked with populations across the lifespan. She has experience conducting academic, clinical, cognitive, and diagnostic assessments for a broad range of indications, including learning, cognitive, behavioral, and emotional disorders. She has developed coursework and supervised graduate students as well as other professionals in conducting assessments, providing treatment, and collaborating on research programs. Her approach to assessment, clinical work, research, professional development, and training is grounded in a culturally informed framework, evidence-based practice, and data driven problem solving to conceptualize cases, plan treatment, and deliver targeted interventions.

Disclosure

Financial: Kathleen Murphy-Eberenz is an employee of 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 Wechsler Adult Intelligence Scale®, (5th ed.; WAIS®-5), published by NCS Pearson. No other assessments will be discussed during this presentation.

References

- Asensio, D., Fernández-Mera, A., & Duñabeitia, J. A. (2023). The cognitive profile of intellectual giftedness. *International Journal of Educational Psychology, 12*(3), 233–250. <https://doi.org/10.17583/ijep.11828>
- Baddeley, A. D. (2021). Developing the concept of working memory: The role of neuropsychology. *Archives of Clinical Neuropsychology, 36*(6), 861–873. <https://doi.org/10.1093/arclin/acab060>
- Chen, J., Paul, J. M., & Reeve, R. (2022). Manipulation of attention affects subitizing performance: A systematic review and meta-analysis. *Neuroscience & Biobehavioral Reviews, 139*, Article 104753. <https://doi.org/10.1016/j.neubiorev.2022.104753>
- Fisk, J. E., & Sharp, C. (2002). Syllogistic reasoning and cognitive ageing. *The Quarterly Journal of Experimental Psychology, Section A: Human Experimental Psychology, 55*(4), 1273–1293. <https://doi.org/10.1080/02724980244000107>

Kane, M. J., & Engle, R. W. (2002). The role of prefrontal cortex in working-memory capacity, executive attention, and general fluid intelligence: An individual-differences perspective. *Psychonomic Bulletin & Review*, 9(4), 637–671. <https://doi.org/10.3758/BF03196323>

Salthouse, T. A. (2019). Trajectories of normal cognitive aging. *Psychology and Aging*, 34(1), 17–24. <https://doi.org/10.1037/pag0000288>

Wang, T., Li, C., Ren, X., & Schweizer, K. (2021). How executive processes explain the overlap between working memory capacity and fluid intelligence: A test of process overlap theory. *Journal of Intelligence*, 9(2), Article 21. <https://doi.org/10.3390/jintelligence9020021>

Ziaei, M., Bonyadi, M. R., & Reutens, D. C. (2020). Role of the hippocampus during logical reasoning and belief bias in aging. *Frontiers in Aging Neuroscience*, 12, Article 111. <https://doi.org/10.3389/fnagi.2020.00111>

Earn 3.5 CE Credits



Pearson is approved by the American Psychological Association to sponsor continuing education for psychologists. Pearson maintains responsibility for this program and its content.

Earn 3.5 CPD Credits



NASP Approved Provider # 1010

“Pearson is approved by the National Association of School Psychologists to offer continuing education for school psychologists. Pearson maintains responsibility for the program.”



Registration Link: To be provided upon payment.

Qualified Professional Enrollment | \$113.50 per person

Attendees need to meet our [Level C qualification](#). Attendees who are not seeking continuing education credit may receive a certificate of attendance.

Attendance Requirements

Pearson maintains responsibility for this program and its content. Full attendance is required to receive a Continuing Education certificate—partial credit is not awarded. No credit will be given to participants who are more than 10 minutes late at the beginning of the session or leave early.

CE Contact Information

NCS Pearson, Inc.
927 E Sonterra Blvd., Suite 119
San Antonio, TX 78258
ClinicalTraining@Pearson.com

Accommodation Requests

Pearson will make accommodations in accordance with the Americans with Disabilities Act (ADA). If you require specific accommodations because of a disability, please email ClinicalTraining@Pearson.com at least five (5) calendar days before the session date so that appropriate arrangements may be made.

Complaint Resolution

If a registrant feels that a session was unsatisfactory for any reason, please email ClinicalTraining@Pearson.com

About Pearson

Pearson is the foremost provider of assessments for psychologists and other mental health professionals. Our reliable, well-validated tools assess child and adult personality, behavior, neuropsychology, ability/intelligence, speech and language, development, sensory, motor, vocations, and biopsychosocial issues, leading to better insights and successful outcomes.