

WIAT®-4 Advanced Analysis & Intervention Planning

Presented by: Alexander Quiros, PhD, MBA

Date: Friday, October 30, 2026

Time: 9:00 a.m. – 12:45 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
45 minutes	Effective intervention plans

About the Presenter

A graduate of Texas A&M University, Dr. Alexander Quiros specialized in clinical assessment with an emphasis on forensic evaluations and bilingual assessments/ psychotherapy with all age groups before earning his PhD in Clinical Psychology. For two years he worked as a staff psychologist at the San Antonio State Hospital, a psychiatric hospital treating and assessing severe mental illness, before accepting a position as clinical director of a psychosocial rehabilitation clinic at Audie L. Murphy VA Hospital in San Antonio, TX. Throughout his career, he also taught graduate and undergraduate level courses at Texas A&M University, St. Mary's University, Our Lady of the Lake University, and University of Phoenix. He completed his MBA in Corporate Finance while working as a Healthcare Assessment Consultant for Pearson where he trained and provided consultation services globally to professionals who use Pearson assessment tools. Currently, Dr. Quiros is a Clinical Scientist at WCG-VeraSci where he reviews data, provides scientific consultations to investigators, and assists with the translation and cultural adaptation of measures. Most recently, he has started to pursue a certification in Data Analysis. Why? Because, as he likes to say, "I'm Always Learning."

Disclosure

Financial: Alexander Quiros 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

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- 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>

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