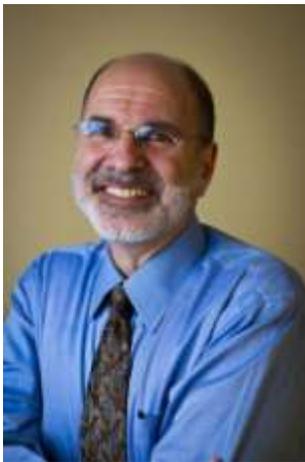


**From Assessment to Intervention:
Executive Functioning and the CEFI
Cognitive Processing and the CAS-2
Autism Spectrum Disorder and the ASRS**

Jack A. Naglieri



Jack A. Naglieri, Ph.D., is Research Professor at the Curry School of Education at the University of Virginia, Senior Research Scientist at the Devereux Center for Resilient Children and Emeritus Professor of Psychology at George Mason University. He is a Fellow of APA Divisions 15 and 16 and the recipient of the Fordham University Alan S. Kaufman Excellence in Assessment Award (2014), St John's University Distinguished School Psychology Alumnus (2013), 2011 Italian American Psychology Assembly Award for Distinguished Contributions to Psychology, and recipient of APA Division 16 Senior Scientist Award (2001). He obtained his Ph.D. in Educational Psychology from the University of Georgia in 1979, taught school psychology at Northern Arizona University (1979-1982), The Ohio State University (1982 to 2000), and George Mason University (2000-2010).

Dr. Naglieri has focused on theoretical and psychometric issues concerning intelligence, cognitive interventions, executive function and resilience. He has authored more than 300 scholarly papers, book chapters, books, and tests. He is the author of the *Naglieri Nonverbal Ability Test* which is widely used for identification of gifted children. Most recently he published the *Cognitive Assessment System-Second Edition* (2014), *Comprehensive Inventory of Executive Function* (2012), *Devereux Early Childhood Assessment-Second Edition* (2012), and the *Autism Spectrum Rating Scales* (2010). In summary, Dr. Naglieri has an extensive research program that includes scholarly research, books, and psychological tests with an emphasis on uniting sound theory with scientific practice.

Assessment of Executive Function using the CEFI

In this presentation, Dr. Naglieri will provide an overview of historical and current definitions of executive function (EF) and results from the largest study of EF behaviors in the general and special populations. The discussion will include a review of current measures and details about the *Comprehensive Executive Function Inventory* (CEFI; Naglieri & Goldstein, 2014). The CEFI's psychometric qualities and utility for evaluating EF will be described how the EF behaviors and cognitive abilities measured by the WISC-IV and CAS relate. Emphasis will be placed on how the CEFI can be used to identify research based interventions to improve EF skills and the relevance of EF to academic performance.

Objectives

This workshop is designed to help you...

learn a practical and research based definition of executive function;

learn about strengths and weaknesses of current measures of executive function;

integrate information from the CEFI with measures of ability for assessment and treatment planning;

learn strategies to improve executive function and improve academic performance.

Assessment of PASS Abilities Using the Second Edition of the Cognitive Assessment System

In this presentation, Dr. Naglieri will provide an overview of the Cognitive Assessment System- Second Edition (CAS-2; Naglieri, Das & Goldstein, 2014), as well as the CAS2- Brief and CAS2- Rating Scale. The discussion will include a review of the utility of current measures of intelligence for assessment of students with SLD and ADHD. Details about the structure, reliability, and validity of three new measures of PASS neurocognitive abilities will be provided. Special attention will be paid to using CAS2 for fair and equitable assessment of diverse populations and use of PASS scores for eligibility determination.

Emphasis will be placed on how the three CAS2 tools can be used within a three tiered service delivery model to identify basic psychological processing strengths and weaknesses, for eligibility determination, and for selection of research based interventions to improve academic performance.

Objectives

This workshop is designed to help you...

learn how PASS abilities as measured by the CAS2 can be used for eligibility determination;

learn how PASS strengths and weaknesses can be used for selection of research based academic interventions;

understand why PASS as measured by CAS and CAS2 is the most appropriate measure of ability for assessment of diverse populations;

understand how PASS scores can be used for SLD eligibility determination.

Evaluating Autism Spectrum Disorders with the ASRS

This presentation begins with a brief overview of Autism Spectrum Disorders (ASD) and presentation of a large epidemiological study of the disorder. This study, based on the Autism Spectrum Rating Scale (Goldstein & Naglieri, 2009) standardization and validity samples, provides important insights into the nature of ASD. These data as well as data from other research sources demonstrate a changing pattern of core symptoms in autism. The presentation will include examination of the structure of the ASRS, reliability and validity studies, interpretation, treatment planning / effectiveness, and online administration methods. A model for the integration of ASRS and other assessment data into an effective treatment plan, as well as a discussion of treatment monitoring, and treatment effectiveness will be described.

Goals and Objectives

1. Participants will develop an understanding of the current theory and research of Autism Spectrum Disorders.
2. Participants will develop an understanding of the new DSM5 scale for the ASRS, and the new version of the rating scale for evaluating children with limited or no language.
3. Participants will develop a model for effective differential diagnosis and assessment of comorbid conditions in ASD.
4. Participants will learn how to seamlessly transition from assessment to treatment planning.
5. Participants will learn how to select specific treatments, assess treatment progress, and evaluate treatment effectiveness.