

waits descriptive categories

waits descriptive categories are essential for understanding how the Wechsler Adult Intelligence Scale (WAIS) interprets and communicates cognitive ability results. This article provides a comprehensive overview of waits descriptive categories, explaining what they are, why they matter, and how professionals use them to interpret intelligence scores. Readers will discover the history behind the WAIS, the structure of its scoring system, and the specific categories that help to classify levels of cognitive functioning. We will explore the criteria for each category, practical applications in clinical, educational, and occupational settings, and the implications for diagnosis and treatment planning. Whether you are a psychologist, educator, or simply interested in understanding intelligence assessments, this guide will offer valuable insights into waits descriptive categories and their significance.

- Understanding WAIS: Background and Purpose
- What Are WAIS Descriptive Categories?
- Overview of WAIS Score Ranges
- Detailed Breakdown of Descriptive Categories
- Clinical and Practical Applications
- Common Misinterpretations and Limitations
- Key Takeaways on WAIS Descriptive Categories

Understanding WAIS: Background and Purpose

The Wechsler Adult Intelligence Scale (WAIS) is one of the most widely used intelligence tests for adults. Developed by Dr. David Wechsler, the scale has undergone several revisions, with the latest version being the WAIS-IV. The primary purpose of the WAIS is to assess cognitive abilities across different domains, including verbal comprehension, perceptual reasoning, working memory, and processing speed. Clinicians, researchers, and educators rely on WAIS results to inform decisions related to diagnosis, intervention, and placement. The WAIS provides not only a Full Scale IQ (FSIQ) but also index scores and subtest results, each contributing to a nuanced understanding of an individual's intellectual strengths and weaknesses.

What Are WAIS Descriptive Categories?

WAIS descriptive categories are standardized labels used to interpret and communicate the meaning of IQ scores derived from the test. Instead of presenting raw scores alone, professionals use these categories to describe an individual's cognitive functioning in a way that is easily understood by clients, families, and other stakeholders. The categories translate numerical scores into qualitative descriptors, such as Average, Above Average, or Borderline, offering a framework for understanding where a person's abilities fall relative to the general population. These categories are crucial for making informed decisions in clinical, educational, and occupational contexts, and they help avoid misinterpretations of the data.

Overview of WAIS Score Ranges

The WAIS assigns scores based on standardized norms, typically using a mean of 100 and a standard deviation of 15. The Full Scale IQ and index scores are interpreted within this statistical structure. Descriptive categories are mapped to specific score ranges, each reflecting a particular level of cognitive ability. For example, a score of 130 or above is often labeled as Very Superior, while a score below 70 may be classified as Extremely Low. Understanding these ranges is vital for accurate reporting and interpretation of results. Below is a typical breakdown of WAIS score ranges and their corresponding descriptive categories.

- 130 and above: Very Superior
- 120–129: Superior
- 110–119: High Average
- 90–109: Average
- 80–89: Low Average
- 70–79: Borderline
- Below 70: Extremely Low

Detailed Breakdown of Descriptive Categories

Very Superior (130 and above)

This category indicates exceptionally high cognitive abilities. Individuals scoring in this range often excel in complex problem-solving, abstract reasoning, and verbal and nonverbal tasks. The Very Superior category is associated with advanced academic and professional achievements, and may be used as a criterion for gifted or high-potential programs.

Superior (120–129)

Scores in the Superior range reflect above-average intelligence. People in this category typically demonstrate strong reasoning, learning capacity, and adaptability. The Superior category is often referenced in contexts where advanced skills or accelerated learning are observed.

High Average (110–119)

Individuals in the High Average range possess well-developed cognitive abilities. They perform well in most intellectual tasks and are likely to succeed in typical academic and occupational environments. This category suggests above-average capacity without being exceptional.

Average (90–109)

The Average category encompasses the majority of the population. Scores here reflect typical cognitive functioning and are considered the norm. Most educational and workplace tasks fall within the capabilities of individuals in this range.

Low Average (80–89)

Low Average scores indicate some difficulty with complex reasoning or learning, but still fall within the normal spectrum. Individuals in this category may require additional support in demanding academic or professional settings, but can generally manage daily tasks independently.

Borderline (70–79)

The Borderline category is associated with notable cognitive challenges. Individuals may experience significant difficulty with reasoning, learning new concepts, or processing information efficiently. This range often prompts consideration for specialized educational or clinical support.

Extremely Low (Below 70)

Scores classified as Extremely Low indicate substantial cognitive impairment. Individuals in this category often require intensive support and interventions. The Extremely Low range is commonly considered in assessments for intellectual disability and eligibility for specialized services.

Clinical and Practical Applications

WAIS descriptive categories play a vital role in various professional settings. In clinical psychology, they aid in diagnosing intellectual disabilities, learning disorders, and neurocognitive impairments. Educational professionals use these categories to determine eligibility for special education services or gifted programs. In occupational contexts, descriptive categories inform decisions about job placement, accommodations, and career counseling. By translating numerical scores into meaningful descriptors, practitioners can communicate assessment results more effectively and advocate for appropriate interventions.

- Diagnosis of intellectual disability
- Eligibility for gifted education programs
- Identifying learning disorders
- Planning rehabilitation or therapy
- Supporting vocational assessment and planning

Common Misinterpretations and Limitations

While WAIS descriptive categories provide valuable context, they are sometimes misinterpreted or overemphasized. It is crucial to remember that these categories are broad and do not capture the full complexity of an individual's abilities. Factors such as cultural background, language proficiency, emotional state, and test-taking conditions can influence scores. Additionally, IQ scores are not fixed, and cognitive abilities may develop or change over time. Professionals should use descriptive categories as one piece of the assessment puzzle, considering other data and clinical judgment when making decisions.

Key Takeaways on WAIS Descriptive Categories

WAIS descriptive categories offer a structured way to interpret intelligence test scores, making complex data accessible and actionable. By understanding the score ranges and associated descriptors, professionals can communicate results clearly and advocate for appropriate interventions. Although these categories are helpful, they should be used alongside other information for a comprehensive understanding of cognitive functioning. Awareness of the limitations and potential for misinterpretation ensures responsible use of WAIS results in practice.

Q: What are WAIS descriptive categories?

A: WAIS descriptive categories are standardized labels that translate numerical IQ scores into qualitative descriptors, such as Average, Superior, or Borderline, to help interpret and communicate cognitive abilities.

Q: How are WAIS scores categorized?

A: WAIS scores are categorized based on specific score ranges, with each range corresponding to a descriptive label such as Very Superior, Superior, High Average, Average, Low Average, Borderline, and Extremely Low.

Q: Why are WAIS descriptive categories important?

A: WAIS descriptive categories are important because they provide clarity and context for understanding IQ scores, aiding professionals in diagnosis, intervention planning, and communication with clients and stakeholders.

Q: What is considered an Average score on the WAIS?

A: An Average score on the WAIS typically falls between 90 and 109, representing the cognitive abilities of the majority of the population.

Q: Can WAIS descriptive categories be used for children?

A: WAIS descriptive categories are designed for adults; similar categories exist for children using the Wechsler Intelligence Scale for Children (WISC), which is age-appropriate.

Q: What score is labeled as Very Superior on the

WAIS?

A: A WAIS score of 130 or above is labeled as Very Superior, indicating exceptionally high cognitive functioning.

Q: Are WAIS descriptive categories culturally biased?

A: While WAIS strives for fairness, cultural background, language proficiency, and socioeconomic factors can influence test performance, so categories should be interpreted with caution.

Q: How do WAIS descriptive categories aid in clinical diagnosis?

A: Descriptive categories help clinicians identify intellectual disabilities, learning disorders, and neurocognitive impairments, guiding treatment and intervention decisions.

Q: Is it possible for WAIS scores to change over time?

A: Yes, WAIS scores can change due to factors such as education, health, brain injury, or therapeutic interventions, so repeated assessments may yield different results.

Q: What are the limitations of using WAIS descriptive categories?

A: Limitations include potential oversimplification of cognitive abilities, cultural and linguistic biases, and the influence of external factors on test performance. Descriptive categories should be used as part of a comprehensive assessment.

[Wais Descriptive Categories](#)

Find other PDF articles:

<https://fc1.getfilecloud.com/t5-w-m-e-07/pdf?dataid=gLJ93-6751&title=kuta-software-infinite-geometry-solving-proportions.pdf>

WAIS Descriptive Categories: Understanding the Nuances of Wechsler Intelligence Scales

Are you familiar with the Wechsler Adult Intelligence Scale (WAIS) and its profound impact on understanding cognitive abilities? This comprehensive guide delves into the WAIS descriptive categories, offering a detailed exploration of what they represent, how they are interpreted, and their significance in psychological assessment. Understanding these categories is crucial for professionals and individuals alike, providing insights into strengths and weaknesses in cognitive functioning. We'll break down the complexities, ensuring you gain a clear and actionable understanding of this vital tool used in clinical and educational settings.

Understanding the WAIS and its Structure

The WAIS is a widely used intelligence test designed to measure a range of cognitive abilities in adults. It differs from other intelligence tests, like the Stanford-Binet, in its focus on a broader spectrum of cognitive skills, rather than a single general intelligence score. The test is comprised of multiple subtests, each designed to assess a specific cognitive ability. The results of these subtests are then grouped into broader descriptive categories, providing a more nuanced picture of the individual's cognitive profile.

Core WAIS Indices: A Foundation for Understanding

The WAIS-IV and WAIS-V, the most current versions, organize subtest scores into four core indices:

Verbal Comprehension Index (VCI): This index measures verbal reasoning, comprehension, and knowledge. Subtests typically included assess vocabulary, similarities, and information. A high VCI suggests strong verbal skills and knowledge base.

Perceptual Reasoning Index (PRI): This index focuses on visual-spatial reasoning, fluid reasoning, and visual-motor integration. Subtests often involve tasks like block design, matrix reasoning, and visual puzzles. A strong PRI indicates adeptness in visual problem-solving.

Working Memory Index (WMI): This assesses the ability to hold and manipulate information in mind, crucial for tasks requiring short-term memory and cognitive flexibility. Subtests typically involve digit span and arithmetic tasks. A high WMI indicates strong working memory capacity.

Processing Speed Index (PSI): This measures the speed and efficiency of cognitive processing. Subtests typically involve tasks like symbol search and coding, assessing the ability to quickly process and respond to visual information. A high PSI indicates quick and efficient cognitive processing.

These four indices provide a foundational understanding of an individual's cognitive strengths and weaknesses, going beyond a single IQ score.

Delving Deeper into WAIS Descriptive Categories: Beyond the Indices

While the four indices are fundamental, understanding the WAIS descriptive categories requires going beyond these broad measures. The interpretation considers the interplay between the indices, identifying patterns and discrepancies that offer valuable insights.

Identifying Cognitive Strengths and Weaknesses

Analyzing the relative strengths and weaknesses across the indices is crucial. For example, a high VCI combined with a low PSI might suggest someone with strong verbal abilities but slower processing speed. This information informs interventions and educational strategies.

Pattern Analysis: Unveiling Cognitive Profiles

The interpretation doesn't stop at comparing indices. Clinicians also examine the performance on individual subtests within each index. Specific patterns of performance can reveal underlying cognitive processes and potential areas of impairment. For instance, consistently poor performance on tasks requiring visual-spatial reasoning could indicate a specific learning disability.

Considering the Full Clinical Picture

It's essential to remember that WAIS scores are just one piece of the puzzle. A comprehensive psychological assessment considers other factors, such as the individual's medical history, developmental trajectory, and social context. The WAIS descriptive categories should be interpreted in conjunction with other assessment data and clinical observations.

Practical Applications of WAIS Descriptive Categories

The insights gained from analyzing the WAIS descriptive categories have broad implications across various fields:

Clinical Psychology: Identifying cognitive deficits in individuals with neurological conditions or learning disabilities.

Educational Psychology: Developing individualized educational plans for students with learning differences.

Neuropsychology: Assessing cognitive functioning after brain injury or illness.

Vocational Rehabilitation: Identifying suitable career paths based on cognitive strengths and weaknesses.

Conclusion

The WAIS descriptive categories provide a rich and nuanced understanding of cognitive abilities, going far beyond a single IQ score. By analyzing the four core indices, identifying patterns of strengths and weaknesses, and integrating this information with other clinical data, professionals can gain valuable insights into an individual's cognitive profile. This knowledge informs interventions, educational planning, and vocational guidance, leading to improved outcomes and a better understanding of individual cognitive functioning.

FAQs

1. Are WAIS scores static? No, cognitive abilities can change over time due to various factors like learning, experience, and neurological events. Therefore, WAIS scores are not necessarily fixed.
2. Can I take the WAIS myself? No, the WAIS is a complex instrument requiring administration and interpretation by a qualified psychologist or other licensed professional.
3. What is the difference between WAIS-IV and WAIS-V? The WAIS-V is a newer version with some updated subtests and scoring procedures designed to improve accuracy and relevance.
4. How are WAIS scores reported? Scores are typically reported as scaled scores, index scores, and full-scale IQ scores, along with a comprehensive profile highlighting strengths and weaknesses.
5. What if someone scores low on a particular WAIS index? A low score on a specific index doesn't necessarily indicate a cognitive deficit. It might highlight an area needing support or further investigation. Further assessment is crucial to determine underlying causes and appropriate interventions.

wais descriptive categories: Essentials of WAIS-IV Assessment Elizabeth O. Lichtenberger, Alan S. Kaufman, 2009-07-31 Essentials of WAIS®-IV Assessment: Complete coverage of administration, scoring, interpretation, and reporting Expert advice on avoiding common pitfalls Conveniently formatted for rapid reference Quickly acquire the knowledge and skills you need to confidently administer, score, and interpret the WAIS®-IV Coauthored by Alan Kaufman, who was

mentored by David Wechsler, the creator of the Wechsler scales, *Essentials of WAIS®-IV Assessment* provides beginning and seasoned clinicians with comprehensive step-by-step guidelines to administering, scoring, and interpreting this latest revision of the Wechsler Adult Intelligence Scale®. Like all the volumes in the *Essentials of Psychological Assessment* series, this book is designed to help busy mental health practitioners quickly acquire the basic knowledge and skills they need to make optimal use of a major psychological assessment instrument. Each concise chapter features numerous callout boxes highlighting key concepts, bulleted points, and extensive illustrative material, as well as test questions that help you gauge and reinforce your grasp of the information covered. Offering a clinically rich and innovative theory-based interpretive system, as well as a neuro-psychologically based interpretive approach articulated in detail by Dr. George McCloskey in an invited chapter, this book offers state-of-the-art interpretation of the most popular intelligence test for adults. In addition, the book is packaged with an accompanying CD-ROM containing scoring tables, case report material, worksheets, and a user-friendly software program that fully automates the interpretive system, making *Essentials of WAIS®-IV Assessment* the best and most authoritative resource of information on this test. Note: CD-ROM/DVD and other supplementary materials are not included as part of eBook file.

weis descriptive categories: *Assessing Adolescent and Adult Intelligence* Alan S. Kaufman, Elizabeth O. Lichtenberger, 2005-08-05 The classic text--now updated with a new interpretive approach to the WAIS®-III *Assessing Adolescent and Adult Intelligence*, the classic text from Alan Kaufman and Elizabeth Lichtenberger, has consistently provided the most comprehensive source of information on cognitive assessment of adults and adolescents. The newly updated Third Edition provides important enhancements and additions that highlight the latest research and interpretive methods for the WAIS®-III. Augmenting the traditional sequential and simultaneous WAIS®-III interpretive methods, the authors present a new approach derived from Cattell-Horn-Carroll (CHC) theory. This approach combines normative assessment (performance relative to age peers) with ipsative assessment (performance relative to the person's own mean level). Following Flanagan and Kaufman's work to develop a similar CHC approach for the WISC®-IV, Kaufman and Lichtenberger have applied this system to the WAIS®-III profile of scores along with integrating recent WAIS®-III literature. Four appendices present the new method in depth. In addition to a detailed description, the authors provide a blank interpretive worksheet to help examiners make the calculations and decisions needed for applying the additional steps of the new system, and norms tables for the new WAIS®-III subtest combinations added in this approach. *Assessing Adolescent and Adult Intelligence* remains the premier resource for the field, covering not only the WAIS®-III but also the WJ III®, the KAIT, and several brief measures of intelligence, as well as laying out a relevant, up-to-date discussion of the discipline. The new, theory-based interpretive approach for the WAIS®-III makes this a vital resource for practicing psychologists, as well as a comprehensive text for graduate students.

weis descriptive categories: *Assessment with the WAIS-IV* Jerome M. Sattler, Joseph J. Ryan, 2009 *Assessment with the WAIS-IV* is designed as both a teaching text and a reference source for students and professionals. The text provides an in-depth analysis of a major instrument useful for the cognitive assessment of older adolescents and adults.--Preface.

weis descriptive categories: *WAIS-III* David Wechsler, 1997

weis descriptive categories: *Handbook of Psychology, Assessment Psychology* Irving B. Weiner, John R. Graham, Jack A. Naglieri, 2012-10-04 Psychology is of interest to academics from many fields, as well as to the thousands of academic and clinical psychologists and general public who can't help but be interested in learning more about why humans think and behave as they do. This award-winning twelve-volume reference covers every aspect of the ever-fascinating discipline of psychology and represents the most current knowledge in the field. This ten-year revision now covers discoveries based in neuroscience, clinical psychology's new interest in evidence-based practice and mindfulness, and new findings in social, developmental, and forensic psychology.

weis descriptive categories: *WAIS-IV Clinical Use and Interpretation* Lawrence G. Weiss,

Donald H. Saklofske, Diane Coalson, Susan Engi Raiford, 2010-06-22 Published in August of 2008, WAIS-IV is the most widely used intelligence test for adults in the world. Substantive changes were made to the WAIS-IV from the WAIS-III leaving clinicians with questions as to how to use and interpret the measure effectively. Written by the creators of the new test, this book serves as the ultimate insider's guide to the new test, providing users with the kind of access to norms and data that would be unavailable to any subsequent book on clinical use of this measure. The book discusses the changes made between 3rd and 4th editions along with an FAQ and answers about use and interpretation. The reader is instructed how to interpret composite scores, and everything needed to use and interpret two entirely new composite scores: the General Ability Index (GAI), and the Cognitive Proficiency Index (CPI). This information does NOT appear in the manual accompanying the test. The second section of the book focuses on WAIS-IV use and interpretation with special clinical applications and populations, including with multicultural clients, in neuropsychological settings, with individuals experiencing psychological disorders, and with older adults. The editors and chapter authors have exclusive access to proprietary WAIS-IV data to run advanced analyses and provide information beyond what is offered in the WAIS-IV manual. - Provides practical advice on scoring and administration - Facilitates understanding WAIS-IV use with special populations - Describes use of the WAIS-IV with WMS-II

was descriptive categories: Essentials of WISC-IV Assessment Dawn P. Flanagan, Alan S. Kaufman, 2004-11-11 A successor to the extremely popular Essentials of WISC-III/WPPSI-R Assessment(0-471-34501-6), Essentials of WISC-IV Assessment provides beginning and seasoned clinicians comprehensive guidelines to administering, scoring, and interpreting the latest revision of the Wechsler Intelligence Scales for Children. Featuring the popular Essentials format of call-out boxes, Test Yourself questions and step-by-step instructions, this handy resource also includes strengths and weaknesses of the instrument, practical clinical applications, and illustrative case reports. This detailed guide to using this immensely popular measure of intelligence is a must-have for anyone involved in the psychological testing of children.

was descriptive categories: Essentials of Assessment Report Writing Elizabeth O. Lichtenberger, Nancy Mather, Nadeen L. Kaufman, Alan S. Kaufman, 2012-06-12 Instructive guide to preparing informative and accurate assessment reports for a variety of individuals and settings Assessment reports are central to the diagnostic process and are used to inform parents, clients, and clinicians, among others, about academic problems, personality functioning, neuropsychological strengths and weaknesses, behavioral problems, and the like. Essentials of Assessment Report Writing provides handy, quick-reference information, using the popular Essentials format, for preparing effective assessment reports. This book is designed to help busy mental health professionals quickly acquire the knowledge and skills they need to write effective psychological assessment reports. Each concise chapter features numerous callout boxes highlighting key concepts, bulleted points, and extensive illustrative material, as well as test questions that help you gauge and reinforce your grasp of the information covered. This practical guide focuses on efficiently and effectively communicating referral and background information, appearance and behavioral observations, test results and interpretation, summary and diagnostic impressions, and treatment recommendations. The authors provide examples of both good and bad case report writing and highlight ethical issues and topics relevant to presenting feedback. Essentials of Assessment Report Writing is the only pocket reference illustrating how to prepare an effective assessment report.

was descriptive categories: WISC-III Clinical Use and Interpretation Aurelio Prifitera, Donald H. Saklofske, 1998-01-09 The WISC-III is the most frequently used IQ assessment technique in the United States. This book discusses the clinical use of the WISC-III with respect to specific clinical populations, and covers research findings on the validity and reliability of the test. It also includes standardization data from the Psychological Corporation. Many of the contributors participated in the development of the WISC-III and are in a unique position to discuss the clinical uses of this measure. The book describes the WISC-III from scientist-practitioner perspectives. It provides

methods to aid in understanding and interpreting the WISC-III results for various groups of exceptional children. The book also presents detailed descriptions of behavior and achievement as well as recommendations for test interpreting standards. WISC-III Clinical Use and Interpretation has immediate and practical relevance to professionals who administer, interpret, or use the results of the WISC-III. The solid writing by leading experts makes the contents of this book an essential reference for WISC-III users. - Leading experts discuss the clinical use of the WISC-III - Thorough coverage of the literature with many new findings - Covers wide range of exceptionalities from AD/HD to learning disabilities - Direct relevance to practitioners, researchers, and trainers

was descriptive categories: *Measurement and Evaluation in Psychology and Education* Dandre Prince, 2018-08-22 Measurement is the assignment of a number to a characteristic of an object or event, which can be compared with other objects or events. The scope and application of a measurement is dependent on the context and discipline. Measurement is a cornerstone of trade, science, technology, and quantitative research in many disciplines. Historically, many measurement systems existed for the varied fields of human existence to facilitate comparisons in these fields. It focuses on basic issues in measurement and provides a general overview that is not overly specialized. It describes problems in measurement, explains how these problems are approached and solved, surveys a broad range of sources, and provides guidance in how to find, evaluate, and use information about specific tests. This book opens up the broad discipline of Measurement and Evaluation in Psychology and Education with an emphasis on helping students and teachers to understand the concept and theories of the subject and making them expertise in both teaching and learning. The book will also serve as a valuable reference for teachers, teacher-trainees and other professionals at various levels of psychology and education.

was descriptive categories: **Essentials of WAIS-III Assessment** Alan S. Kaufman, Elizabeth O. Lichtenberger, 1999-01-21 Complete coverage of administration, scoring, interpretation, and reporting. Expert advice on avoiding common pitfalls. Conveniently formatted for rapid reference. Quickly acquire the knowledge and skills you need to confidently administer, score, and interpret the WAIS-III. The latest version of the Wechsler Adult Intelligence Scale, WAIS-III, which includes several significant modifications and structural changes, three new subsets, and a variety of optional procedures, is a more sophisticated and complex instrument than its predecessors. Professionals who wish to use it properly need an authoritative source of advice and guidance on how to properly administer, score, and interpret the updated test. Coauthored by Alan S. Kaufman, who worked closely with David Wechsler on the WISC-R, *Essentials of WAIS-III Assessment* is that source. Like all the volumes in the new *Essentials of Psychological Assessment* series, this book is designed to help busy mental health practitioners quickly acquire the knowledge and skills they need to make optimal use of a major psychological assessment instrument. Each concise chapter features numerous callout boxes highlighting key concepts, bulleted points, and extensive illustrative material, as well as test questions that help you to gauge and reinforce your grasp of the information covered. The initial chapters of *Essentials of WAIS-III Assessment* provide step-by-step guidance on test administration, scoring, and interpretation. In the chapters following, the authors provide their expert assessment of the test's relative strengths and weaknesses, valuable advice on its clinical applications, exciting new research data on aging and IQ, and several illuminating case reports.

was descriptive categories: **Essentials of Assessment with Brief Intelligence Tests** Susan R. Homack, Cecil R. Reynolds, 2007-04-20 Quickly acquire the knowledge and skills you need to confidently administer, score, and interpret various brief intelligence tests *Essentials of Assessment with Brief Intelligence Tests* efficiently presents, in the popular *Essentials* format, concise information on the range of brief intelligence tests that are used most often in school and clinical practices and provides an overview and definition of brief intelligence testing as well as its uses and limitations. Sample evaluations using brief intelligence tests are also included. This compact and easy-to-use book includes coverage of: * The Kaufman Brief Intelligence Test-Second Edition (KBIT-2) * Reynolds Intellectual Screening Test (RIST) * Wechsler Abbreviated Scale of Intelligence (WASI) * Wide Range Intelligence Test (WRIT) As part of the *Essentials of Psychological*

Assessment series, this volume provides information mental health professionals need to practice knowledgably, efficiently, and ethically in today's behavioral healthcare environment. Each concise chapter features numerous callout boxes highlighting key concepts, bulleted points, and extensive illustrative material, as well as Test Yourself questions that help you gauge and reinforce your grasp of the information covered. Essentials of Assessment with Brief Intelligence Tests includes vital, yet succinct, information on the four most commonly used brief intelligence tests and equips clinicians including school psychologists, clinical psychologists, and learning specialists with the knowledge and skills to make optimal use of these important tests. Other titles in the Essentials of Psychological Assessment series: Essentials of Stanford-Binet Intelligence Scales (SB5) Assessment Essentials of WISC?-IV Assessment Essentials of WIAT?-II and KTEA-II Assessment Essentials of School Neuropsychological Assessment Essentials of WJ III Cognitive Abilities Assessment Essentials of WJ III Tests of Achievement Assessment Essentials of WPPSI-III Assessment Essentials of Cross-Battery Assessment Essentials of KABC-II Assessment Essentials of NEPSY? Assessment Essentials of Assessment Report Writing Essentials of WMS?-III Assessment

wais descriptive categories: *The Elements of Applied Psychological Practice in Australia* Nadine Pelling, Lorelle Burton, 2017-03-16 The Elements of Applied Psychological Practice in Australia is a comprehensive and applied review of material required for basic psychological practice in Australia. This book is the first of its kind to offer a one-step resource to success in the Australian National Psychology Examination. Nadine Pelling and Lorelle Burton have provided you with everything you need and more, most notably: • A comprehensive review of applied areas and all assessments noted as important by the Psychology Board of Australia • Study skills and tips, including 'making a study plan' and how to manage your time • 100 sample Multiple Choice Questions (MCQ) with answers and explanations. For anyone looking to take the Australian National Psychology Examination, this detailed, concise, and extremely easy to read book is an absolute must-have. Beginning-level and experienced psychologists will also find the comprehensive coverage of applied practice areas a useful reference for their client-related work, and its value as a resource comes alive with its succinct presentation of client-based psychological assessment and the ethics of applied practice and interventions. This book will also be of interest to teachers of psychology and international psychologists and scholars who may be interested in how psychology is practiced in Australia.

wais descriptive categories: WISC-V Lawrence G. Weiss, Donald H. Saklofske, James A. Holdnack, Aurelio Prifitera, 2019-01-22 WISC-V: Clinical Use and Interpretation, Second Edition provides practical information for clinicians on the selection of subtest measures, along with their proper administration and interpretation. Full Scale IQ is identified as important for predicting relevant behaviors and primary index scores for characterizing the child's strengths and weaknesses. Classroom indicators of low scores on each of these abilities are identified, with suggested interventions, accommodations and instructional strategies for low scorers. Coverage includes ethnic differences for the Full Scale IQ and each primary index score, along with evidence of the profound influence of parental attitudes and expectations. Several other societal and contextual factors relevant to understanding racial/ethnic differences are presented. Two chapters review use of the WISC-V for identifying learning disabilities, testing of individuals with dyslexia, and best-practice recommendations to ensure accurate diagnosis and intervention. Concluding chapters describe advances in the Q-interactive system platform allowing administration of the WISC-V on iPads and other tablets, and how clinicians can tailor assessment using select WISC-V subtests and features. - Authored by the creators of the WISC-V - Describes the new subtests, revised test structure and test extensions - Advises clinicians on test selection - Provides test result interpretation - Discusses clinical applications of test use

wais descriptive categories: Handbook on the Neuropsychology of Epilepsy William B. Barr, Chris Morrison, 2014-12-02 Once feared and misunderstood even among the medical community, epilepsy has since largely been demystified. Besides the characteristic seizures, various cognitive, behavioral, and emotional difficulties are recognized as associated with the condition, and patients

are finding relief in medical management and/or surgical intervention. Not surprisingly, neuropsychology has emerged as a major component in treatment planning, program development, and assessment of surgical candidates. Geared toward beginning as well as veteran clinicians, the Handbook on the Neuropsychology of Epilepsy offers readers a skills-based framework for assessment and treatment, using current evidence and standardized terminology. Expert coverage reviews widely-used methods for evaluating key aspects of patient functioning (MRI, MEG, electrocortical mapping, the Wada test), and presents guidelines for psychotherapeutic and cognitive remediation strategies in treating comorbid psychiatric conditions. Given the diversity of the patient population, additional chapters spotlight issues specific to subgroups including high- and low-functioning as well as geriatric and pediatric patients. This integrative hands-on approach benefits a range of practitioners across medical and neurological settings. Topics featured in the Handbook: Neuropsychological assessment across the lifespan. Evaluating the epilepsy surgical candidate: methods and procedures. The Wada test: current perspectives and applications. Assessing psychiatric and personality disorders in the epilepsy patient. Evaluation and management of psychogenic non-epileptic attacks. Neuropsychological assessment with culturally diverse patients. Practical and flexible in its coverage, the Handbook on the Neuropsychology of Epilepsy serves not only neuropsychologists and neurologists but also primary care physicians such as internists, family physicians, and pediatricians.

was descriptive categories: Concise Encyclopedia of Special Education Cecil R. Reynolds, Elaine Fletcher-Janzen, 2004-01-30 The Concise Encyclopedia of Special Education, Second Edition is a comprehensive resource for those working in the fields of special education research and practice. Featuring reviews of assessment instruments and teaching approaches, legal issues, overviews of specific learning disabilities, dozens of biographies, and more, this complete desk reference is an indispensable guide for professionals, academics, and students alike. Named an American Library Association Top 25 Reference of the Year in its First Edition, The Concise Encyclopedia serves as an important reference for the education of handicapped and other exceptional children. Written and edited by highly regarded and respected experts in the fields of special education and psychology, this authoritative resource guide provides a reference base for educators as well as professionals in the areas of psychology, neuropsychology, medicine, health care, social work and law. Additionally, this acclaimed reference work is essential for administrators, psychologists, diagnosticians, and school counselors, as well as parents of the handicapped themselves. What's new in this edition Comprehensive coverage of new legislation such as Individuals with Disabilities Act (IDEA) and the Americans with Disabilities Act Cultural competence in Special Education, including new material on culturally/linguistically diverse students Many new entries including notable biographies, new service delivery systems, special education laws, new assessment instruments, cross-cultural issues, neuropsychology, and use of the Internet in research and service delivery. Some of the topics covered Academic assessment Achievement tests Addictions Bilingual education Child and adolescent behavior management Counseling with individuals and families with disabilities Early childhood education Gifted education Intelligence tests Mathematics disabilities Psychoeducational methods Rehabilitation Socioeconomic status Special education parent and student rights Traumatic brain injury

was descriptive categories: Clinical Interpretation of the WAIS-III and WMS-III David S. Tulsky, 2003-05-07 This guide to the WAIS-III and WMS-III tests is written to help clinical practitioners achieve efficient and accurate interpretations of test results. The only interpretive guide to be based on data obtained while standardizing the tests, this reference source provides new models for interpreting results, as well as practical information on the diagnostic validity, demographically corrected norms, and accuracy of the tests in measuring intelligence and memory. The focus of information is to allow clinicians to reduce variance in the interpretations of scores, indicating how best to factor in socio-economic status of respondents, interpreting meaningful change in serial assessments, and scoring with alternate or omitted sub-tests. Also included in the book are chapters on accommodating clients with disabilities. The final chapter discusses frequently

asked questions (with answers) on the use and interpretation of the tests, as well as practical issues to help make scoring time-efficient and accurate. Only guide to be based on data obtained in the standardization of the tests Practical examples given to help guide interpretation of scores Focuses on information to make faster, more accurate scoring interpretations

wais descriptive categories: A Compendium of Neuropsychological Tests Otfried Spreen, Esther Strauss, 1998-02-19 In a survey of neuropsychologists published in *The Clinical Neuropsychologist*, the first edition of the *Compendium* was named as one of the eleven essential books in their field. This second edition has been thoroughly updated to cover new developments in neuroscience, cognitive psychology, and psychological assessment. It includes new chapters on test selection, report writing and informing the client, executive functions, occupational interest and aptitude, and the assessment of functional complaints. In addition to updating research findings about the tests covered in the first edition, the book now contains almost twice as many tests.

wais descriptive categories: Essentials of Cognitive Assessment with KAIT and Other Kaufman Measures Elizabeth O. Lichtenberger, Debra Y. Broadbooks, Alan S. Kaufman, 2000-10-27 * Complete coverage of administration, scoring, interpretation, and reporting * Expert advice on avoiding common pitfalls * Conveniently formatted for rapid reference Quickly acquire the knowledge and skills you need to confidently administer, score, and interpret the Kaufman assessment tests The seven Kaufman measures include the Kaufman Adolescent and Adult Intelligence Test (KAIT); Kaufman Assessment Battery for Children (K-ABC); Kaufman Brief Intelligence Test (K-BIT); Kaufman Functional Academic Skills Test (K-FAST); Kaufman Short Neuropsychological Assessment Procedure (K-SNAP); Early Screening Profiles (ESP); and Kaufman Survey of Early Academic and Language Skills (K-SEALS). In order to use them properly, professionals need authoritative advice and guidance on how to administer, score, and interpret these tests. *Essentials of Cognitive Assessment with KAIT and Other Kaufman Measures* is that source. Like all the volumes in the *Essentials of Psychological Assessment* series, this book is designed to help busy mental health practitioners quickly acquire the knowledge and skills they need to make optimal use of major psychological assessment instruments. Each concise chapter features numerous callout boxes highlighting key concepts, bulleted points, and extensive illustrative material, as well as test questions that help you gauge and reinforce your grasp of the information covered. *Essentials of Cognitive Assessment with KAIT and Other Kaufman Measures* includes vital information about each of the seven Kaufman tests, including information on how to integrate the measures and recommendations of related readings. In addition to step-by-step guidance on test administration, scoring, and interpretation, the authors provide their expert assessment of the tests' relative strengths and weaknesses, valuable advice on their clinical applications, and several illuminating case reports. Other titles in the *Essentials of Psychological Assessment* series: *Essentials of WAIS-III Assessment* *Essentials of Bayley Scales of Infant Development-II Assessment* *Essentials of WISC-III and WPPSI-R Assessment* *Essentials of Myers-Briggs Type Indicator Assessment* *Essentials of Rorschach Assessment* *Essentials of Career Interest Assessment* *Essentials of Nonverbal Assessment* *Essentials of Cross-Battery Assessment*

wais descriptive categories: Forensic Mental Health Assessments in Death Penalty Cases David DeMatteo, 2011-03-29 This text provides an essential road map to forensic mental health assessments in death penalty cases for students and practitioners. The book integrates research with best practice recommendations, yielding a solid foundation of information related to capital punishment, death penalty litigation, and more.

wais descriptive categories: Epilepsy John W. Miller, Howard P. Goodkin, 2014-01-06 Epilepsy is common but complex Epilepsy is a complicated neurological condition with variable manifestations, numerous etiologies, and a diverse range of treatments. It is a chronic disease that, in many cases, can be controlled. However, treatment requires accurate clinical evaluation to allow intelligent treatment choices. Epilepsy has been designed to help you develop these evaluation skills. Expert neurologists have distilled the evidence and combined their experience. They provide practical guidance to: The causes and classification of epilepsy Working up seizures Antiepileptic

medications Pediatric epilepsy Adult epilepsy Emergency epilepsy Comorbidity and mortality of epilepsy Clinical in approach, practical in execution, Epilepsy is packed with tricks, tips, and focused advice to help you better manage your patients' seizures.

was descriptive categories: Administrative Notes , 1985

was descriptive categories: Traumatic Brain Injury Jr., Robert P. Granacher, 2003-06-27

Numerous books exist on traumatic brain injury, yet none comprehensively cover evaluation from both clinical and forensic standpoints. Traumatic Brain Injury: Methods for Clinical and Forensic Neuropsychiatric Assessment is the first medical book to guide treatment practitioners not only in methods for evaluating traumatic brain injury in adults an

was descriptive categories: **WAIS-IV, WMS-IV, and ACS** James A. Holdnack, Lisa Drozdick, Lawrence G. Weiss, Grant L. Iverson, 2013-06-20 This book provides users of the Wechsler Adult Intelligence Scale (WAIS-IV) with information on applying the WAIS-IV, including additional indexes and information regarding use in special populations for advanced clinical use and interpretation. The book offers sophisticated users of the WAIS-IV and Wechsler Memory Scale (WMS-IV) guidelines on how to enhance the clinical applicability of these tests. The first section of the book provides an overview of the WAIS-IV, WMS-IV, and new Advanced Clinical Solutions for Use with the WAIS-IV/WMS-IV (ACS). In this section, examiners will learn: - Normal versus atypical score variability - Low-score prevalence in healthy adults versus clinical populations - Assessing whether poor performance reflects a decline in function or is the result of suboptimal effort New social cognition measures found in the ACS are also presented. The second part focuses on applying the topics in the first section to specific clinical conditions, including recommended protocols for specific clientele (e.g. using demographically adjusted norms when evaluating individuals with brain injury). Common clinical conditions are discussed, including Alzheimer's disease, mild cognitive impairment, traumatic brain injury, and more. Each chapter provides case examples applying all three test batteries and using report examples as they are obtained from the scoring assistant. Finally, the use of the WAIS-IV/WMS-IV and the ACS in forensic settings is presented. - Coverage of administration and scoring of WAIS-IV, WMS-IV and ACS - Information contained on the use of WAIS-IV with special populations - Case studies in each chapter - Written by the creators of WAIS-IV, WMS-IV and ACS

was descriptive categories: **Essentials of Assessment Report Writing** W. Joel Schneider, Elizabeth O. Lichtenberger, Nancy Mather, Nadeen L. Kaufman, 2018-08-24 The bestselling guide to reporting writing, updated and reworked for today's practice Essentials of Assessment Report Writing offers effective solutions to the creation of reader-friendly, yet targeted, psychological, and educational assessment reports. Parents, clinicians, clients, and other readers need more than test-by-test descriptions—they need an accessible analysis of the entire situation to determine their next steps. This book provides clear guidance for busy practitioners seeking ways to improve their report writing skills. With a focus on current practice, this new second edition covers DSM-5 updates and the latest assessment instruments including the WJ IV, WISC-V, WAIS-IV, KTEA-3, and the CAS2. New discussion includes advice on tailoring the report to the audience, and annotated case reports provide illustrative models of effective report styles, interpretation, and analysis. Key concepts are highlighted for quick reference throughout, and end-of-chapter questions help reinforce understanding. Reporting styles vary widely within the field, in both content and style; there is no definitive standard, but many reports fail to reflect best practices and therefore prove less than useful to the reader. This book provides expert guidance throughout the reporting process to help practitioners provide high-quality, accessible reports. Integrate assessment results to provide a person-centered report Identify and navigate critical decision points in the interpretive process Write efficiently yet effectively while enhancing the reader's experience Provide an accurate, informative, and readable assessment report Incorporate practical recommendations to address the referral concerns Expertly-conducted assessments should culminate with a carefully constructed analysis that provides direction via clear communication. Because this report will be used to inform treatment, intervention, and ultimately, the client's quality of life—it is critical that it

provides clear, informative guidance in a way that readers can understand. Essentials of Assessment Report Writing provides comprehensive guidelines for navigating through the report writing process.

was descriptive categories: A Compendium of Neuropsychological Tests Elisabeth Sherman, Marianne Hrabok, 2023-04-25 The Compendium is an essential guidebook for selecting the right test for specific clinical situations and for helping clinicians make empirically supported test interpretations. BL Revised and updated BL Over 85 test reviews of well-known neuropsychological tests and scales for adults BL Includes tests of premorbid estimation, dementia screening, IQ, attention, executive functioning, memory, language, visuospatial skills, sensory function, motor skills, performance validity, and symptom validity BL Covers basic and advanced aspects of neuropsychological assessment including psychometric principles, reliability, test validity, and performance/symptom validity testing

was descriptive categories: Big data and machine learning in sociology Heinz Leitgöb, Tobias Wolbring, Dimitri Prandner, 2023-06-05

was descriptive categories: Essentials of WISC-III and WPPSI-R Essentials Alan S. Kaufman, Elizabeth O. Lichtenberger, 2000 The Weschler Adult Intelligence Scale-III (WAIS-III) is the most widely used and well known adult intelligence test. A new version of the WAIS-III was published late in 1997, creating a need for a quick and easy guide on administering, and interpreting and reporting on the updated test. The Essentials of WAIS-III Assessment is the first and only book to provide mental health professionals and students with interpretive and administrative guides to the WAIS-III.

was descriptive categories: Wechsler Abbreviated Scale of Intelligence WASI David Wechsler, 1999

was descriptive categories: Surviving Your Dissertation Kjell Erik Rudestam, Rae R. Newton, 2014-05-28 Perfect for graduate students as well as behavioral and social scientists who supervise and conduct research! In the fully updated Fourth Edition of their best-selling guide, Surviving Your Dissertation, Kjell Erik Rudestam and Rae R. Newton answer questions concerning every stage of the dissertation process, including selecting a suitable topic, conducting a literature review, developing a research question, understanding the role of theory, selecting an appropriate methodology and research design, analyzing data, and interpreting and presenting results. In addition, this must-have guide covers topics that other dissertation guides often miss, such as the many types of quantitative and qualitative research models available, the principles of good scholarly writing, how to work with committees, how to meet IRB and ethical standards, and how to overcome task and emotional blocks. With plenty of current examples, the new edition features an expanded discussion of online research, data collection and analysis, and the use of data archives, as well as expanded coverage of qualitative methods and added information on mixed methods.

was descriptive categories: Assessment of Malingered Neuropsychological Deficits Glenn J. Larrabee, 2007-07-16 Written specifically for the clinical neuropsychologist who does forensic consultations, the book is a comprehensive review by experts of the procedures available to evaluate malingered neuropsychological deficits. It discusses tools for detecting atypical patterns of performance on standard clinical tests as well as malingering on measures of perception and sensorimotor function, of attention, processing speed, and memory, and of executive function. The underpinnings of the forensic neuropsychology enterprise are presented in chapters on definitions of malingering, research designs for its evaluation, data on the frequency with which malingering occurs, diagnostic classification statistics, symptom validity tests that do not depend on forced choice testing, and those that do. Guidance on assessing exaggerated psychiatric symptoms; exaggerated medical symptoms and injuries; and detecting malingering during the neurological exam is also included. Of particular note is a chapter devoted to the topic of coaching. The book closes with a review of the diagnostic criteria for malingering and looks to the future with evidence-based proposals for improving the criteria.

was descriptive categories: Individualizing Psychological Assessment Constance T. Fischer,

2012-12-06 Assessments by psychologists, educators, and other human-service professionals too often end with the client being reported in terms of scores, bell-shaped curves, traits, psychodynamic forces, or diagnostic labels. Individualizing Psychological Assessment uses these classification devices in ways that facilitate returning from them to the individual's life, both during the assessment session and in written reports. The book presents an approach and procedures through which a person's actual life becomes the subject matter of assessment. Thoroughly revised from the previous edition, the book presents a wide range of concrete examples and illustrative cases that will serve both students and practicing professionals alike in individualizing assessments.

wais descriptive categories: Clinical Neuropsychological Assessment Robert L. Mapou, Jack Spector, 2013-06-29 Practicing neuropsychologists and students in clinical neuropsychology must increasingly cross disciplinary boundaries to understand and appreciate the neuroanatomical, neurophysiological, and neuropharmacological bases of cognition and behavior, current cognitive theory in many different domains of functioning, and the nature and tools of clinical assessment. Although the cognitive functions and abilities of interest are often the same, each of these fields has grappled with them from sometimes very different perspectives. Terminology is often specific to a particular discipline or approach, methods are diverse, and the goals or outcomes of study or investigation are usually very different. This book poises itself to provide a largely missing link between traditional approaches to assessment and the growing area of cognitive neuropsychology. Historically, neuropsychology had as its central core the consideration of evidence from clinical cases. It was the early work of neurologists such as Broca, Wernicke, Hughlings-Jackson, and Liepmann, who evaluated and described the behavioral correlates of prescribed lesions in individual patients and focused investigation on the lateralization and localization of cognitive abilities in humans. An outgrowth of those approaches was the systematic development of experimental tasks that could be used to elucidate the nature of cognitive changes in individuals with well-described brain lesions.

wais descriptive categories: Psychodiagnosis in Schizophrenia Irving B. Weiner, 2013-06-17 Psychodiagnosis in Schizophrenia is a reprint of a classic volume in assessment psychology that first appeared in 1966. The book concerns the use of psychodiagnostic techniques in the differential diagnosis of schizophrenia. The author first presents a conceptual analysis of schizophrenic disturbance in terms of impaired ego functioning and extrapolates from schizophrenic ego impairments to psychodiagnostic indices that have been demonstrated to assess them. In particular, Weiner refers to the Wechsler Adult Intelligence Scale, the Rorschach Inkblot Method, and the Draw-A-Person test. Clinical and research data delineating the nature of psychological deficits in schizophrenia are reviewed, and practical guidelines for the clinical assessment of these deficits are presented. The author next considers several differential diagnostic possibilities frequently considered in the evaluation of schizophrenic persons, with separate chapters devoted to the many forms of schizophrenia, such as: acute, chronic, paranoid, nonparanoid, incipient, remitting, borderline and pseudoneurotic. There are also chapters that focus on schizoaffective disorder and adolescent schizophrenia. The conceptual and empirical contributions to these distinctions are reviewed; accordingly, the differentiating characteristics of these subcategories are related to parameters of psychodiagnostic test performance. In addition, the process of differential psychodiagnosis in schizophrenia is illustrated by detailed case studies. In an extended new preface, the author comments on current perspectives and contemporary literature related to the individual chapters of the text.

wais descriptive categories: Encyclopedia of Special Education Cecil R. Reynolds, Elaine Fletcher-Janzen, 2007-02-26 The Third Edition of the highly acclaimed Encyclopedia of Special Education has been thoroughly updated to include the latest information about new legislation and guidelines. In addition, this comprehensive resource features school psychology, neuropsychology, reviews of new tests and curricula that have been developed since publication of the second edition in 1999, and new biographies of important figures in special education. Unique in focus, the Encyclopedia of Special Education, Third Edition addresses issues of importance ranging from

theory to practice and is a critical reference for researchers as well as those working in the special education field.

wais descriptive categories: Implémentation du cursus académique Materne PENDOUE, 2019-03-22 Pour qu'un enseignement soit divulgué dans un large public, cet enseignement devrait respecter la chronologie suivante :1 - Identification et résolution de l'équation de l'intelligence ;2 - Programme de l'enseignement ;3 - Planification de l'enseignement ;4 - enseignement ou formation proprement dite ;5 - Signature en général de l'initiateur de l'enseignement6 - Signature électroniqueLa structure pyramidale de la classification du quotient intellectuel, quand bien même nous serions au 21esiècles, est l'inspiration de la construction des pyramides d'Egypte

wais descriptive categories: Schizophrenia Bulletin , 1986

wais descriptive categories: Assessment of Children and Youth with Special Needs Libby G. Cohen, Loraine J. Spenciner, 2003 Assessment of Children and Youth, Second Edition, is a comprehensive assessment book that provides balanced coverage of special education assessment of children and youth, ages 3-20. Easy for readers to understand, the book reviews traditional and alternative assessment approaches and discusses the strengths and weaknesses of each. Coverage of informal and performance-based assessments across the curriculum teaches students how approaches in the general education classroom apply to students, both with and without disabilities. For anyone interested in learning about the assessment of students with disabilities.

wais descriptive categories: Clinical Diagnosis of Mental Disorders Benjamin Wolman, 2012-12-06 For centuries the treatment of mentally disturbed individuals was quite simple. They were accused of collusion with evil spirits, hunted, and persecuted. The last witch was killed as late as 1782 in Switzerland. Mentally disturbed people did not fare much better even when the witchhunting days were gone. John Christian Reil gave the following description of mental patients at the crossroads of the fifteenth and sixteenth centuries: We incarcerate these miserable creatures as if they were criminals in abandoned jails, near to the lairs of owls in barren canyons beyond the city gates, or in damp dungeons of prisons, where never a pitying look of a humanitarian penetrates; and we let them, in chains, rot in their own excrement. Their fetters have eaten off the flesh of their bones, and their emaciated pale faces look expectantly toward the graves which will end their misery and cover up our shamefulness. (1803) The great reforms introduced by Philippe Pinel at Bicetre in 1793 augured the beginning of a new approach. Pinel ascribed the sick role, and called for compassion and help. One does not need to know much about those he wants to hurt, but one must know a lot in order to help. Pinel's reform was followed by a rapid development in research of causes, symptoms, and remedies of mental disorders. There are two main prerequisites for planning a treatment strategy.

wais descriptive categories: Psychological Reports , 1962

Back to Home: <https://fc1.getfilecloud.com>