

RECEPTIVITY OF THE KAUFMAN ASSESSMENT BATTERY  
FOR CHILDREN IN A FIVE STATE AREA  
OF THE SOUTHWEST CENTRAL REGION  
OF THE UNITED STATES

By

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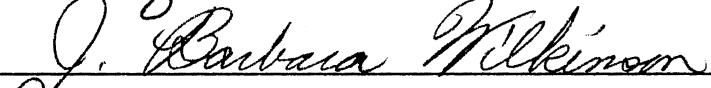


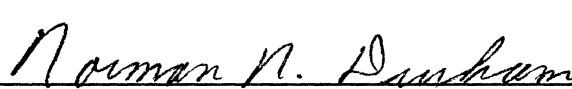
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## CHAPTER I

### INTRODUCTION

This thesis used a self-reporting measurement to investigate the receptivity of certified school psychologists and psychometrists to the Kaufman Assessment Battery for Children (KABC). The KABC is a recently developed test of individual intelligence (Kaufman, 1983); however, the utilization rate of the KABC remains unknown.

Originally, the KABC appeared to be well received by school psychologists because of its promising potentialities and unique theoretical basis (Kaufman, 1983). The KABC also received an extensive advertising campaign by the authors, Allan and Nadeen Kaufman, and the publisher, the American Guidance Service (AGS) at workshops, at Council for Exceptional Children (CEC) conferences, in newsletters, and by advertisements in various psychological journals and publications. In addition, it received considerable attention from articles in specific journals having special issues on the KABC (Journal of Special Education, Fall 1984). The above listed publicity may possibly account for the initial optimism for this new psychometric instrument.

As a new psychometric tool, the KABC has been



through a review in the area of specified populations, validity and reliability studies, theoretical constructs, correlational studies with other conventional intelligence tests, and investigations of simultaneous and sequential processing. It is this author's belief that the theoretical basis of processing information according to the KABC may not be fully understood by the professionals who use individualized intelligence tests, hence, other Intelligence tests may be more conveniently utilized.

The extent of receptivity and utilization of the KABC by practioners is unknown. Although the KABC is available to all qualified psychologists and psychometrists, yet the test is apparently only sparingly used in private, as well as public school settings. This author has not seen any testing protocols in which the KABC was administered. The KABC has been open to a great deal of controversy concerning the following:

- (1) Use with specific populations (Naglieri & Anderson, 1985; Naglieri, 1985; Obrzut, Obrzut & Shaw, 1984; Bracken, 1985),
- (2) Comparisons with other instruments (Zins & Barnett, 1984; Jensen, 1984; Mehrens, 1984), and
- (3) Theoretical basis of the KABC (Morris, 1985; Klanderaman, Devine & Mollener, 1985; Bracken, 1985; Ayres, 1985; Keith, 1986; Sternberg, 1984; Das, 1984).

Concerns as to the usefulness of measures of simultaneous and sequential processing have increased (Das, 1984; Goldstern, Smith & Waldrep, 1986; Keith, 1986). Through a review of previous research on theoretical and technical characteristics of the KABC, strengths and deficiencies have emerged. It is hoped by this author that the questionnaire designed for this study will give a better understanding as to the potential and use of the KABC.

#### Problem Statement

Presently, the literature does not identify the extent to which the KABC is used by psychometrists and psychologists in the five state region (Arkansas, Kansas, Missouri, New Mexico and Oklahoma). To resolve this problem, the instrument used in this study was developed to assess:

- 1) Acceptance of the KABC,
- 2) Perceived appropriateness of the KABC,
- 3) Attitudes towards the KABC, and
- 4) Knowledge of what the KABC does.

School psychologists and psychometrists may prematurely accept or reject the KABC because of a lack of accurate information relative to administration and interpretation of the KABC. This researcher's questionnaire was designed to assess receptivity of the profession to the KABC by analyzing each of the following areas:

### Operational Definitions

1. Acceptance - Degree of usage of the KABC
2. Appropriateness - Overall suitability of the KABC to measure what it is designed to measure in terms of interpretation, motivation, and educational populations
3. Attitudes toward the KABC - Overall favorable perception of the KABC as an instrument
4. Knowledge - Assessment of accurate information of administration and interpretation of the KABC

Each defined category of the questionnaire considers general intelligence, simultaneous and sequential processing and achievement, all of which are major components of the KABC.

### Null Hypotheses Statements

- A. There is no significant correlation among acceptance, appropriateness, attitudes, and knowledge as measured on the questionnaire.
- B. The acceptance, appropriateness, attitude, and knowledge scales will not be significantly different among the five states involved in this research.

### Limitations

This thesis imposes several limitations or threats to validity, which may negatively affect the generalizability

of the results. One important limitation includes the length of questionnaire. Due to its length (94 items), it is possible that a low response rate will be obtained because the questionnaire may be viewed as burdensome or time-consuming. Threats to internal validity may include the following:

1. Instrumentation which may result in an invalid assessment of performance. ("This refers to the human inclination to become attached to a certain instrument or procedure and apply it as an across-the-board solution to every problem" (Isaac and Michael, 1984, p. 87.))
2. Differential selection of subjects in which groups have already been formed, yet may be different (in views) before the study begins. Example: The instrument may have more exposure in certain demographic areas, thus state associations and agencies may hold differing views. This limitation may reflect differences among groups.
3. Mortality may be affected because of lack of motivation toward the KABC or to the length of the questionnaire.
4. A possible threat to internal validity may be the Hawthorne Effect in which the subject's behavior (responses) may be affected by one's knowledge of participation in a study. Two problems that have been associated with rating scales include the halo

effect and the generosity error (Gay, 1981), in which the respondent may let personal biases affect one's choice of answers. The generosity error in this study may be significant because, based upon this phenomenon, the respondent may or may not respond because of his or her belief that he or she may or may not possess sufficient knowledge to make an objective rating.

## CHAPTER II

### REVIEW OF LITERATURE

#### Development

The development of the KABC by its authors consisted of a merging of different perspectives--cognitive psychology and neuropsychology. Luria's (1966) work has been credited as the basis of Kaufman's measure of intelligence (Das, 1984; Sternberg, 1984). The scope of Luria's (1966) processing analysis may be correctly identified as a subcomponent of the conceptualization of the KABC. Luria's work derived from Sechenov's investigations in 1878 indicating that some sections of the brain are predominantly associated with simultaneous spatial syntheses, while other parts of the brain are responsible for the function or synthesis of successive orderly constructed processes (Majovski, 1984). Luria (1966) defined the meaning of the terms successive and simultaneous as follows:

These terms are not sufficiently accurate. In fact, in the first case is meant the synthesis of successive (arriving one after another) elements into simultaneous spatial schemes, and in the second--the synthesis of separate elements into successive series. We shall continue to use this terminology in the future, bearing in mind that it is conventional (p. 74).

Luria placed great emphasis on the frontal occipital processing dichotomy, whereas Sperry (1968) interpreted the processing dichotomy as a mere function of right-left brain processing. Despite these differences in localization of the processing dichotomy, Luria and Sperry seemed to agree on their definitions of mental processing. These interpretations also clearly resembled the distinction between serial and parallel processing which has been identified by colleagues in the field of cognitive psychology (Neisser, 1967; Cohen, 1973).

Das, Kirby, and Jarman (1979) attempted to integrate the findings from the different perspectives of research in both fields of cognitive psychology and neuropsychology. Through factorial analysis, labeled successive and simultaneous, in accordance with the two of the three major components (planning and decision making are the third), Das (1984) has shown the relation of two distinct factors which correspond to Luria's (1966) sequential-simultaneous dichotomy (Dean, 1984). Das et al. (1979) labeled such a mental processing dichotomy as successive-simultaneous. These mental processes consist of the successive (sequential) process which reflects linear, analytic, and temporal processing; and the simultaneous process which requires gestalt, holistic, and spatial processing. There have been many labels or names placed upon these types of mental processing. The Kaufmans incorporated a convergence of results from several different perspectives in the two

fields of cognitive and neuropsychology (Kaufman, 1983).

The simultaneous-sequential mental processing dichotomy is the basis of the KABC and has also been known to underlie performance (Luria, 1966). The sequential processing involves the integration of stimuli into an organized series. Each stimuli is related only to the preceding and follows in a linear pattern. Simultaneous processing involves stimuli which typically have spatial components which require multiple processing.

Earlier developed intelligence tests (WISC-R, Stanford-Binet) are more content-oriented in that subtests are based upon the products of verbal and nonverbal processes. The KABC is process-oriented, meaning that regardless of the item content, the main focus concentrates on whether the stimuli are processed one at a time or simultaneously (Kaufman, Kaufman, Kaumphaus, & Naglieri, 1982). The Mental Processing Composite (MPC) is a joining of the Sequential and Simultaneous Processing Scales and is used as the measure of total intelligence in the KABC (Kaufman, 1983a).

The simultaneous and sequential processing model has been generally accepted (Wilson, Reynolds, Chatman & Kaufman, 1985). The simultaneous processing scale is correlated language tests and other tests of general ability (Goldstern, Smith & Waldrep, 1986; McRae, 1986).



### Technical Data

The standardization of the KABC is quite impressive. National samples, based upon 1980 census, using over 2,000 children, reflect adequately normed demographic features. Exceptional populations and ethnic groups were added to the normative group to insure proportional representation. Sociocultural norms were provided which enable the KABC test to include blacks, whites, and three separate SES levels based upon parental education. The different norms using two levels of ethnic groups and three levels of parental education and age raise questions of its validity (Hopkins & Hodge, 1984). Out-of-level testing norms are also provided for lower age children.

Item selection for the KABC is as thorough as any other test of its nature (Lichtenstein & Martuza, 1984). The Global Scale yields a mean of 100 and a standard deviation (SD) of 15, with the mental processing tests yielding a mean of 10 and a SD of 3. These scores are consistent with other popular intelligence tests. A standard error of measurement is calculated for the examiner to use on the protocol for the range of scores.

Reliability data in the manual includes split-half and test-retest coefficients. Reliability coefficients range from .71 to .97 for the subtests and .86 to .97 for the Global Scale (Kaufman, 1983a). Hopkins and Hodge (1984) state the reliability coefficients are somewhat over-

estimated. The overestimates result from a lack of designed metric which is a formula for reliability of a composite from its components. The KABC lacks in that it uses two standard scores which result in the loss of some true variance.

The Interpretive Manual reports 43 studies conducted on construct, predictive, and concurrent validity. Factor analysis was used to validate the simultaneous and sequential processing dichotomy. Surprisingly, the KABC achievement scale correlates more highly with other conventional intelligence tests (WISC-R, Stanford-Binet, McCarthy Scales of Children's Abilities); thus the MPC may not reflect intelligence as well. The use of the KABC as a measure of general intelligence using the simultaneous and sequential mental processing dichotomy is questionable (Keith, 1986; Goldstein, Smith & Waldrep, 1986; Bracken, 1985).

Other than being required to hold a valid certificate in assessment of mental testing, no specific training is required for the administrator of the KABC, yet quite a wide range of qualifications are assumed by the authors. "KABC examiner is expected to have a good understanding of theory and research in child psychology, tests and measurement, cognitive psychology, educational psychology, and neurology, as well as supervised experience in clinical observation of behavior and formal graduate training in individual intellectual assessment" (Kaufman, 1983b, p. 4).

The AGS, authors, and TRAIN conducted workshops throughout the country which included administration and scoring techniques.

### Subscale Development

The KABC MPC is composed of ten subtests which were designed for different age groups considering different interests, behaviors, and skills of children (Kaufman & Kaufman, 1983c). The sequential processing scale consists of three subtests: Hand Movements, Number Recall, and Word and Order. The simultaneous processing scale consists of seven subtests: Magic Window, Face Recognition, Gestalt Closure, Triangles, Matrix Analogies, Spatial Memory, and Photo Series.

Four of the MPC simultaneous subtests were derived from well-researched experimental tasks. The Face Recognition subscale requires the child to select from a group photograph, the one or two faces that were exposed briefly on the preceding page. From a neurological perspective, there have been investigations to devise a task in which one may assess recognition memory of unfamiliar faces (Kagan & Klein, 1973; Leehey & Cahn, 1979). A developmental change emerges at age 5-6 to shift from a simultaneous processing task to a sequentially processed task.

The Gestalt Closure subscale requires the child to name an object or scene in a partially completed inkblot

drawing. This subtest has been utilized in several tests (Street, 1931; Thurstone, 1944) and has been accepted as a task of simultaneous as well as right brain functioning (Kaufman & Kaufman, 1983a). The Gestalt Closure subtest is reflective of the closure term meaning "labeled as both a dynamic 'organizing principle' of perception and/or a more static 'whole property' of figures" (Wasserstein, Weiss, Rosen, Gerstman & Costa, 1980). The examiner may gain projective insight from the Gestalt Closure subtest (Narrett, 1984).

The Matrix Analogies subtest entails selecting the meaningful picture or abstract design which best completes a visual analogy. The Matrix Analogies subtest is intended to be an adaptation of the Raven Progressive Matrices Test (Ravens, 1956, 1960), which is consistent with Luria's (1973) review of the simultaneous process (Kaufman & Kaufman, 1983a).

The last subscale which was derived from well-researched experiments is Photo Series, which entails placing photographs of an event in chronological order. Photo Series is adapted from Piaget's (1965) experimental tasks of seriation, which was considered an extremely important skill in Piaget's development theory. The KABC items in Photo Series, like seriation, demand attention to the ordering of visual stimuli and also require the holistic placement of each stimulus on a time line (Kaufman & Kaufman, 1983a).

Two of the MPC subscales, which require sequential processing, were derived from Luria's neuropsychological techniques. The Hand Movements subscale entails performing a series of hand movements in the same sequence as the examiner performs them. Hand Movements is an adaptation of Luria's (1966) assessment of an individual's ability to perform a skilled movement with three consecutive components. The KABC's adaptation of Hand Movement utilizes both longer and shorter sequences as well as having random order of the movements and converts the task of hand movements to measure sequential processing; the motor functions are also assessed.

The other subscale derived from Luria's (1966) techniques is Word Order, which entails touching a series of silhouettes of common objects in the same sequence as the examiner said the names of the objects. Word Order is primarily an adaptation of the audio-vocal clinical test. There are other traditional tests that utilize auditory-vocal tests which include: McCarthy's (1972) Verbal Memory and Das, Kirby, and Jarman's (1979) Serial Recall.

Two of the MPC subscales are adaptations of valuable subscales from conventional intelligence tests. The Number Recall subscale, which is sequentially processed, requires repeating a series of digits in the same sequence as the examiner said them. This task of repeating digits in a timed measure has been included in other conventional intelligence tests (Terman, 1972; Wechsler, 1974).

The other MPC subscale, Triangles, was derived from other intelligence tests which require assembling several identical triangles into an abstract pattern. The Triangles subtest is an adaptation from many tests: Kohs' (1927) Block Design Test, an assessment tool included by Goldstein (1948) in his test for brain damage; and, Wechsler (1939) to use in the Wechsler Bellvue and all subsequent Wechsler intelligence scales.

The last two MPC subscales are original, sequential subscales derived by the authors of the KABC through a complete review of the literature. The first, Spatial Memory, requires recalling the placement of pictures on a page that was exposed briefly. Two existing tests bear a resemblance to the Spatial Memory subscale: The Visual Short-Term Memory Test used by Das, Kirby and Jarman (1975, 1979) and the Cognitive Laterality Battery used by Gordon (1983) as a group test. Thus, the authors felt that they "developed nonsequential memory tasks that place greater emphasis on the process than on the response to represent memory skills on the Simultaneous Processing Scale" (Kaufman & Kaufman, 1983a, p. 48).

The other original KABC MPC subscale, Magic Window, requires identifying a picture which the examiner exposes by slowly moving it behind a narrow window, making the picture only partially visible at any one time. Magic Window seems to have the same psychometric properties as Jarman's Sequential Shapes (Jarman & Nelson, 1980) which

involves the temporal-spatial ability.

The multiple scores yielded by the KABC are viewed favorably as an attempt for different predictions (Sternberg, 1983). The KABC has been seen to differentiate between fluid intelligence and acquired knowledge (Kladerman, Devine & Mollener, 1985), which is a distinguishing factor compared to other intelligence tests. In assessment of specific strengths or weaknesses, the examiner must choose the instrument which best assesses the individual's needs. The Mental Processing Score is not synonymous with the generally used intelligence test score, yet it seems to be used primarily in educational planning and programming. In addition to intellectual functioning, the KABC measures cognitive as well as academic strengths and weaknesses (Wiebe, 1986).

The WISC-R and Stanford-Binet correlate higher with the KABC Achievement Scale than the MPC (Jensen, 1984; Mehrens, 1984) and may represent a better measure of intelligence than the MPC. This may be because of such high verbal loadings on the Achievement Scale which reflect the high verbal content in the Wechsler and Binet Scales. Viewed by some to serve as an adjunct to other instruments (Lichtenstein & Martuza, 1984) to elicit strengths and weaknesses. The KABC does not appear to correlate with other instruments with as high a loading (Zins & Barnett, 1983).

### Specified Populations

The potential for use of the KABC in many different populations has been explored (Kaufman & Kaufman, 1983c). The successive-simultaneous factors have been shown by Das et al. (1975, 1979) to apply to a broad spectrum of the population including the mentally retarded and the learning disabled. This researcher attended an Advanced KABC workshop conducted by Dr. Julia Clark, who identified the following three populations as having commonalities when using the KABC:

1. Mentally retarded (MR)
2. Gifted
3. Learning disabled (LD).

The results of the KABC with MR students exhibits four distinct characteristics: (1) There is a KABC/Vineland relationship, which has been co-normed; (2) There is a low sequential scale and photo series profile; (3) Profile interpretation of TMR adolescents is possible; and (4) Reduced minority group identification is probable. With MR students, language and cognition were closely related.

Use of the KABC with the gifted population is still controversial (McCallum, Karnes, & Oeheler-Stinnett, 1985). One problem is that there is likely an increased placement of minorities; the profile would typically represent high scores on Matrix Analogies, Triangles, and the Achievement



Scale; and high verbal loadings (Karnes, Edwards, & McCallum, 1986). There has been recent discussion as to ceiling errors with this specific population (Hessler, 1985; Van Melis, Wright, & Strein, 1986).

The use of the KABC with learning disabled students is still open to a great deal of debate (Naglieri & Haddad, 1984; Obrzut, Obrzut, Bryden & Barlles, 1985; Obrzut, Obrzut & Shaw, 1984; Kaufman & McLean, 1986). There are specific characteristics of the LD profile as follows: There is an intelligence/achievement relationship; there is a lack of characteristic profiles except for the reading disabled; there are errors in discrepancy formulas; there is a frequency of scatter; and the pseudo LD profile shows a high MPC Riddles, Faces and Places, and low Arithmetic and Reading subtests. The debates to specific character profiles will continually be attacked because of the nonspecific diagnosis of LD.

Information Processing Dichotomy, which is the basic foundation of the KABC, possesses theoretical and practical implications. This processing dichotomy is relatively new to professional educational settings. The premise of the KABC is theoretical. The designation of appropriateness, the presence of positive attitudes, and acceptance of the test by the professionals are not indicated in the literature, thus reflecting a concern for practitioners' lack of understanding of the processing dichotomy (Keith, 1985; Sternberg, 1983; Ayres, 1985; Hopkins & Hodge, 1984).

The uniqueness of the KABC is recognized for its ability to assist children in academic remediation. If the remedial aspect is of no value to assessment, we must then evaluate our needs and see if the processing dichotomy is a viable alternative for assessing individual children (Bracken, 1985).

This researcher has reviewed three computer data searches, many different tests, measurements books, and related literature, which, as of 1987, have failed to address the acceptance of various psychometric tests. The need for more efficient tests to assess the many diverse performance levels of children (Sternberg, 1986) is clearly indicated. These tests must assess different abilities not currently measured by conventional intelligence instruments. The necessity for new intelligence tests is needed for more appropriate educational programming; however, an awareness for the need to change current testing practices will have to occur before new testing instruments will be accepted and used.

## CHAPTER III

### METHODS

#### Subjects

This study is based upon a survey of school psychologists and psychometrists in a five-state area (Arkansas, Kansas, Missouri, New Mexico, and Oklahoma) in the southwestern region of the United States. The following professionals were sampled: Oklahoma State Department of Education certified psychologists and psychometrists, Oklahoma National Association of School Psychologists (NASP) members, Oklahoma Psychological Association (OPA) educational and school psychologists, Oklahoma School Psychological Association (OSPA) members, Arkansas NASP members, Arkansas Association of School Psychologists (AASP) members, Missouri NASP members, Missouri Association of School Psychologists (MASP) members, Kansas NASP members, Kansas Association of School Psychologists (KASP) members and New Mexico NASP members. Total N = 1,461 (see Appendix C, Table I).

#### Instrument

Using the operational definitions, acceptance, appropriateness, attitudes, knowledge, specified questions were

generated for each category. The author consulted with colleagues to better assess items used in the instrument.

The questionnaire designed for this study is comprised of three separate subscale components, each respectively designed to assess acceptance, appropriateness, and attitudes, and a knowledge subtest of the KABC held by school psychologists and psychometrists. The questionnaire is designed to measure the professionals' receptivity of the KABC.

Three of the subtests (acceptance, appropriateness, and attitudes) specifically address issues unique to its operational definition, reflecting receptivity. All three subtests include questions relative to major components of the KABC. The appropriateness subtest addresses discriminations of specific populations (LD, ED, EMD, and Gifted). The acceptance subtest assesses the desire to use the KABC. The attitude subtest assesses the administration, scoring and interpretation and comparisons with other intelligence tests.

The questionnaire uses a five point Likert-like scale of negative and positive responses as follows:

- 1 Strongly Agree
- 2 Agree
- 3 Undecided
- 4 Disagree
- 5 Strongly Disagree

As indicated, the above scores were assigned to positive and negative responses for four of the subscales. The questionnaire used two types of forced choice items, multiple choice, and true-false items on the knowledge subtest (see Appendix A).

#### Design/Procedure

In this study, lists were compiled from the Oklahoma Department of Education certified psychologists and psychometrists, OPA educational or school psychologists, Oklahoma NASP members, and OSPA members. The initial mailing (500) was obtained using random sampling from the Oklahoma list (868).

No "a priori" analysis was conducted because of time restraints. The subjects were mailed the designed questionnaire, a cover letter, and a stamped return addressed envelope. The cover letter (see Appendix B) explained that the purpose of the research is to better assess the receptivity of the KABC. Each subject was offered a complimentary copy of the results.

A noticeably poor response rate designated a need to survey more subjects. The remaining Oklahoma sample (368), as well as subjects from the surrounding four states (593), were surveyed to increase the response rate. The four state list was obtained from the NASP membership list as well as state school psychology associations.

### Data/Analysis

The original factor analysis intended to be used in this study was an analysis of the three subscales as separable components of a single scale. Each subscale, it was hypothesized, would represent a separable dimension and would have approximately equal variance, based on the number of items on the scale. The required responses (316) were not received at the time of the analysis so an alternative method was used.

Each subscale of the questionnaire was designed to measure a unitary dimension, e.g., acceptance. Therefore, for this research, each of the three subscales was separately factor analyzed. The form of factor analysis used was the ALPHA procedure as recommended by Harmon (1970). This procedure follows the original idea of Spearman (1904) who indicates that a unidimensional scale should be composed of a single factor, sometimes called "g" and one or more subsidiary factors. To insure that the maximum amount of explained variance was obtained to the first factor, the ALPHA procedure was followed by a Quartermax rotation as recommended by Statistical Package for the Social Sciences (1975). Subsidiary analysis used the items which load on the first factor, with loading greater than .30 as is conventional in the field (see Appendix C, Table II).

The subscales were correlated after nonrelated items

were deleted using the Pearson Product Moment coefficients to determine the degree of relationship. A relationship among the three subscales represents unidimensionality among them, which is what the intended original analysis was to do.

## CHAPTER IV

### RESULTS

Table III represents response rate breakdown of total surveyed (N = 1,461). Of the responses received, 287 were completely filled out, 107 were partially filled out, and responses with none of the questions answered yet with some explanation totaled 247. Thus, the total response rate was 43.87 percent. In the data analysis, 287 were used with a 32 percent response rate (see Appendix, Table I).

Using the Alpha Procedure (Harmon, 1970), factors were obtained from the 287 completed questionnaires using each item on three subscales (acceptance, appropriateness, and attitudes) for factor analysis. To insure maximum variance explained in the first factor, an orthogonal quartermax rotation method was used with criteria eigenvalues of 1. All questions with factor loading with values less than .30 were discarded (see Appendix C, Table II). The following questions from the questionnaire (see Appendix B) were discarded for the specified subtests (see Appendix A):

Acceptance--Questions 13, 17, 40, 48, and 54

Appropriateness--Questions 4, 23, 30, 41, 42, 47,  
56, 57, and 59



Attitudes--Questions 12, 16, 26, 43, 45, and 49

A raw score for each of the revised three subscales was obtained as well as a total score for the knowledge subtest. The four were correlated using the Pearson Product Moment Correlation Coefficient. The three subscales correlated with each other with a strong relationship (.74 to .81). The knowledge subtest yielded very low relationship (.25 to .27) with the other three subtests; thus, the null hypothesis is rejected because significant relationships were found among three subscales (see Appendix C, Table IV).

The knowledge subtest contained 21 items reflecting specific assessment of accurate information of administration and interpretation of the KABC. The standard deviation (SD) equals 2.7 and the mean equals 13.9 with the highest score being 19; a perfect score was not obtained by any subject. A score of 14 was obtained for both the median and the mode.

There were no significant differences among the states regarding receptivity or knowledge of the KABC using the one-way ANOVA. Therefore, the null hypothesis is accepted because there were no significant differences among the five states involved in this research (see Appendix C, Table V).

## CHAPTER V

### DISCUSSION AND RECOMMENDATIONS

#### Discussion

The questionnaire was designed to assess receptivity toward the KABC as well as knowledge of the KABC.

The response rate used in the analysis (32 percent) was as expected without a follow-up. A total response rate was 43 percent which included those returned with no response rather than acknowledging why the questionnaire was not filled out. Some people concluded that they had no knowledge of the KABC or simply they felt the KABC was not the test of their choice. Possibly the length of the questionnaire was too burdensome or the KABC was not useful with the practitioners' specified populations.

The length (94 items) required approximately 20-30 minutes to complete, which may have been a factor in the low response rate. On the contrary, it is felt that those who use the KABC or those who have had some exposure to the KABC would be more prone to answer this questionnaire.

Acceptance, appropriateness and attitudes possessed a strong relationship among themselves, indicating that there may not be three scales. The knowledge subtest reflected a low overall understanding of the KABC's theoretical

implications. Although accepted by the profession, it would appear that there are misconceptions as to the applicability of the results of the KABC used in educational programming and placement due to a possible misunderstanding of the theoretical basis of the KABC.

The appropriate subscale (see Appendix A) did not retain as many items as the other two scales, which may reflect an overall misconception as to what the KABC is to measure. If a test is not understood by those using its results, then real problems could arise as to misuse of educational planning and programming.

The knowledge subtest (21 items) yielded surprisingly low scores,  $\pm 14$ . There was little relationship between receptivity and knowledge. If a test is appropriate and has high acceptance, it should have a high knowledge score. The basis for a clear knowledge must be understood to use any test for its intended purpose. If the knowledge subtest reflects what it is designed to measure, then there may be possible problems in the way that examiners use the test results. This study reflects a need to better educate those who use the KABC in the theoretical basis of processing information. The low return rate may also be indicative that the examiners with little knowledge of the KABC chose not to fill out the questionnaire, or to only fill out the first part of the test (107).

There were no significant differences among states towards receptivity or knowledge of the KABC. The five

states used in this study do have different criteria for the use of intelligence tests. Oklahoma Regional Education Service Centers (RESC's) specify that the Wechsler Scales will be included in the minimal educational evaluation, yet the KABC may only be used as an adjunct to the educational evaluation. The Kansas and Missouri Departments of Special Education do not put out a list of tests to be used, as it is felt that it is up to the examiners to pick the tests of their choices. Kansas also uses an LD regression formula in which eligibility and placement criteria from the KABC scores may be used. Arkansas does not have the KABC on its list; but according to Mr. Thomas of the Arkansas State Special Education Department, it is felt the KABC is appropriate and will be put on the list when it is updated. New Mexico has a state list of tests to be used and the KABC is one of them.

Proportionately, Oklahoma did not have as high of a return rate as the other states in comparison to the number of questionnaires sent to each state. This may be a result of the KABC not being one of the intelligence tests listed in the minimal educational evaluation requirements of the Oklahoma State Department of Education. Not all school systems use state RESC's for evaluations, so it will be the examiner's choice whether the KABC is used in their school system.

### Conclusions

The three subscales, acceptance, appropriateness, and attitudes, had a strong relationship reflecting unidimensionality among them. The knowledge subtest of the KABC was low, reflecting the KABC may be abused. If knowledge of the theoretical basis of the KABC is not understood, yet the test seems to be accepted, misconceptions as to the applicability of the results of the KABC used in educational programming and placement are possible.

The individual item breakdown of the three subscales reflects an unstable theoretical understanding of the KABC yet it is being used. Professionals' responses indicated that there was not an understanding of the interpretive principles which could result in improper educational programming and placement. Those surveyed also felt the MPC was a good measure of intelligence and that the scores helped provide meaningful data. This questionnaire's results agree with the author's belief that the theoretical basis of processing information in the KABC is not fully understood. In conclusion, it is felt that the designed questionnaire does indeed measure receptivity of the KABC.

### Recommendations

Users of the KABC should be cautioned about the utilization of the scores before their theoretical applicability is fully understood and directed into educational

planning and programming.

Test publishers need to better acquaint those practitioners with clearer theoretical basis and implications so that their test results and scores can be appropriately utilized. The KABC provides a new means of interpretation of scores, which is critical to placement for remediation. If the use of this test is not used accurately, publishers must be aware of the misuse and abuse of such instruments, especially since these instruments possess great accountability and importance in education.

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APPENDIXES

APPENDIX A  
SUBSCALES OF ACCEPTANCE, APPROPRIATENESS, AND  
ATTITUDES AND KEYED KNOWLEDGE SUBTEST

ACCEPTANCE  
Degree of Usage of KABC

1. I would recommend the KABC to a colleague for use in educational decision-making. SA A U D SD
2. I feel most professionals have avoided using the KABC. SA A U D SD
3. Most professionals I know have avoided using the KABC. SA A U D SD
4. I would not use the KABC as a general measure of intelligence. SA A U D SD
5. I use the KABC as an adjunct to other instruments. SA A U D SD
6. I rely on the KABC for writing diagnostic prescriptions for remediation. SA A U D SD
7. Whenever I use the KABC, I use the full battery. SA A U D SD
8. I have received training on the administration of the KABC. SA A U D SD
9. I would not spend money to receive training on the KABC. SA A U D SD
10. I never rely on the KABC without additional supportive testing. SA A U D SD
11. The Woodcock-Johnson Achievement Test is superior to the KABC Achievement Scale. SA A U D SD
12. I feel the riddles subtest of the KABC is irrelevant to educational achievement. SA A U D SD
13. The reading-decoding and reading for understanding subtests of the KABC Achievement Scale are excellent measures of reading. SA A U D SD
14. The arithmetic subtest of the KABC Achievement Scale is not very useful for diagnostic remediation. SA A U D SD
15. I feel the KABC does not accurately account for sociocultural factors which influence educational performance. SA A U D SD
16. I use the KABC with students with sensory handicaps. SA A U D SD
17. I would not use the KABC for a higher level EMH student placement because its scale cut-offs are not the same as the S.E.A. regulations for inclusion in the EMH category. SA A U D SD
18. I would be willing to provide an inservice on the KABC to fellow colleagues. SA A U D SD

19. I use the KABC results in parent conferences and I.E.P. meetings.  
SA A U D SD
20. I use the KABC as part of a battery of tests that I give in many  
testing situations.  
SA A U D SD



APPROPRIATENESS  
Overall Suitability of KABC in Terms of  
Interpretation, Motivation, and Educational Populations

1. I use the KABC because its usage is encouraged by the State Department of Education. SA A U D SD
2. I use the KABC when I see a need to assess specific processing styles of a child. SA A U D SD
3. The KABC is an easy instrument to score. SA A U D SD
4. The KABC is able to diagnose IQ achievement in different populations. SA A U D SD
5. EMH students can be accurately discriminated from LD students by scores on the Achievement Scale of the KABC. SA A U D SD
6. LD students have a distinct diagnostic profile on the KABC. SA A U D SD
7. Sequential vs. simultaneous comparisons from the KABC Intelligence Scale are useful in diagnosis of exceptional children. SA A U D SD
8. The KABC profile is ambiguous to interpret. SA A U D SD
9. The KABC requires extensive training to interpret. SA A U D SD
10. The KABC simultaneous vs. sequential comparison is meaningful for diagnostic purposes. SA A U D SD
11. The WISC-R gives a better overall measure of intelligence than the KABC. SA A U D SD
12. The Woodcock-Johnson Reading Achievement Test is more specific in diagnosing reading decoding problems than the KABC Reading Subtest. SA A U D SD
13. The Woodcock-Johnson cluster scores are more useful than Sequential and Simultaneous scores for remediation purposes. SA A U D SD
14. Restrictive age range of the KABC prohibits meaningful measures of progress in junior high due to lack of continuity in protocol. SA A U D SD
15. Placement in EMH/LD categories is imprecise due to differing I.Q. classifications used by the State Department of Education. SA A U D SD
16. KABC results are often thought provoking to the examiner. SA A U D SD

17. I would administer the KABC only if it were required by my job.  
SA A U D SD
18. I don't administer the KABC because it is founded on unproven hybrid theory.  
SA A U D SD
19. The convenience of other tests precludes the usage of the more laborious KABC.  
SA A U D SD
20. I don't administer the KABC because it is not available in my professional setting.  
SA A U D SD
21. The KABC is appropriate for all school populations. SA A U D SD
22. I don't administer the KABC because it is not approved by the S.E.A.  
SA A U D SD

ATTITUDES  
Overall Self-Perspective of  
Kaufman Assessment Battery for Children (KABC)

Directions: Circle one answer for each of the following questions on the questionnaire.

1. The Kaufman Assessment Battery for Children (KABC) is as good a measure of intelligence as the Stanford-Binet. SA A U D SD
2. The KABC is difficult to administer. SA A U D SD
3. Scoring procedures on the KABC are confusing. SA A U D SD
4. Administration is time-consuming for the KABC comparable to other comparable measures of intelligence. SA A U D SD
5. Scores derived from the KABC provide meaningful data. SA A U D SD
6. The Sequential subtest score of the KABC measures a unitary ability (i.e., sequencing). SA A U D SD
7. The achievement subtests (5) from the KABC are useful in educational decision making. SA A U D SD
8. The achievement tests from the KABC accurately reflects grade equivalent skills. SA A U D SD
9. The Mental Processing Composite (MPC) is a good measure of overall intelligence. SA A U D SD
10. The Simultaneous subtest score of the KABC does not reflect a unitary ability (i.e., gestalt closure). SA A U D SD
11. The WISC-R is as good a measure of intelligence as the KABC. SA A U D SD
12. The KABC is helpful in planning remediation in the classroom. SA A U D SD
13. The KABC is a useful diagnostic tool for students in the LD population. SA A U D SD
14. The subtests of the KABC can be used to discriminate ED students from normal students. SA A U D SD
15. The MPC accurately discriminates EMH from LD students. SA A U D SD
16. The administration of the KABC maintains most children's interest during testing. SA A U D SD
17. Placement decisions are not facilitated by the KABC. SA A U D SD

18. Most professionals do not understand the interpretive principles of the KABC. SA A U D SD
19. The KABC has good inter-rater reliability. SA A U D SD
20. The KABC is based upon both cognitive and neuropsychological theory. SA A U D SD
21. The MPC is comparable to the Stanford-Binet's I.Q. score. SA A U D SD

Construct/Concurrent Validity

KNOWLEDGE  
Assessment of Accurate Information of  
Administration and Interpretation of the KABC

Circle the correct answer for each of the following questions:

1. The Mental Processing Composite on the KABC represents:  
A. non-verbal factors  
\*B. a measure of general intelligence  
C. speed of sensory processing  
D. a sociocultural variable
2. The KABC's measure of "intelligence" is:  
A. derived from a separate test of ability.  
\*B. composed of Simultaneous and Sequential processing subscales.  
C. not available from single administration.  
D. not highly correlated with the WISC-R Full Scale Score.
3. The KABC's theoretical base is:  
A. cognitive  
B. neuropsychological  
C. equipotential  
\*D. A and B
4. The KABC achievement scale was derived from:  
A. logical considerations.  
B. includes new measures of skills that are traditionally assessed by tests of global intelligence.  
C. tests of school achievement.  
\*D. all of the above.
5. The KABC achievement scale is:  
A. a measure of innate intelligence.  
\*B. closely related to crystallized abilities.  
C. correlated with the MPC.  
D. generally not included in an interpretation.
6. KABC:  
A. has  $x$  100; S.D. 20  
B. not normatively based  
\*C. has  $x$  100; S.D. 15  
D. has  $x$  100; S.D. 16
7. Interpretation of the KABC:  
A. is not useful for minority children.  
\*B. for minority children is facilitated by the inclusion of supplementary sociocultural norms.  
C. is based almost entirely on a population of minority children.  
D. none of the above.

\* Indicates correct answer.

8. The KABC can be administered:
- A. in pantomime
  - B. permitting a fair evaluation of Hearing Impaired children.
  - \*C. both A & B.
  - D. neither A or B.
9. Sequential processing:
- A. demands a gestalt like integration of stimuli.
  - \*B. places a premium on serial or temporal order of stimuli.
  - C. is irrelevant to educational functioning.
  - D. is analogous to the performance I.Q. of the WISC-R.
10. The KABC limitations include which of the following:
- A. There is no measure of creativity included in the test.
  - B. It is not a neurological test battery.
  - C. It is not a measure of innate abilities.
  - \*D. All of the above.

## Circle T or F

- |     |  |    |
|-----|--|----|
| 1.  | A child's answers to Gestalt Closure tasks on the KABC may lend themselves to projective interpretation by trained clinicians. *T              | F  |
| 2.  | The Magic Window of the KABC often elicits impulsive behavior. *T  | F  |
| 3.  | Triangles from the KABC is an adaptation of block design from the WISC-R. *T   | F  |
| 4.  | Number recall in the KABC is an adaptation of digit span from the WISC-R. *T   | F  |
| 5.  | The KABC achievement scales do not provide a pertinent context in which children apply mental processing skills to everyday life. T            | *F |
| 6.  | The author of the KABC do not claim that there is a relationship between processing styles on the KABC and learning style in the classroom. *T | F  |
| 7.  | The mental processing ability on the KABC is separated from measurement of acquired factual information. *T                                    | F  |
| 8.  | The KABC may be utilized as a thorough neuropsychological assessment battery. T  | *F |
| 9.  | The normative data on the KABC was derived in part from Brain Damaged children. T  | *F |
| 10. | Specific profiles from the KABC cannot be used as an indicator of impairment in specific brain locations. T                                    | *F |
| 11. | The KABC is a complete measure of intelligence and achievement. T  | *F |

\* Indicates correct answer.

1. I have had rewarding experiences in my field of work. SA A U D SD
2. Pressures from the profession of school psychology and psychometry  
often make me want to change jobs. SA A U D SD
3. I plan on staying in my profession. SA A U D SD
4. I hope to further my studies in the area of school psychology.  
SA A U D SD
5. My job description often entails more work then "required."  
SA A U D SD
6. I am dissatisfied with the job duties I perform. SA A U D SD
7. My job allows me to work with children (i.e., counseling, group  
therapy). SA A U D SD
8. I feel my profession is well accepted in the school system.  
SA A U D SD
9. The school/psych. role is vital in education. SA A U D SD
10. My input is usually followed when I make recommendations.  
SA A U D SD



APPENDIX B  
COVER LETTER AND QUESTIONNAIRE

G. A. Pinion  
13 Pecan Place  
Ponca City, Oklahoma 74604  
(405) 762-2822  
August 11, 1987

Dear

Would you do me a favor? I am conducting a survey among certified school psychologists and psychometrists. The purpose of this research is to find out the receptivity of the Kaufman Assessment Battery for Children (KABC). Your input will help us understand the place of the KABC in the field, and this in turn will enable us to better serve the needs of children.

Your name was selected from a list provided by the National Association of School Psychologists or your local school psychological association. Your input is very important, whether or not you use the KABC. Your reply is essential to the accuracy of the survey, and I need your data for my thesis! It will take only a short time to answer the questions on the enclosed questionnaire and to return it in the stamped reply envelope.

All names and answers are confidential. Your questionnaire is keyed by number to a master list. Once your completed questionnaire is returned, all reference to your name will be eliminated. The answers will be kept confidential and used only in combination with others to get a representative picture.

If you are interested in receiving a report on the findings of the research, just write your name and address at the bottom of your questionnaire, or if you prefer, request the results in a separate letter to maintain confidentiality. I will be happy to send you a complimentary report when ready.

Please return the completed questionnaire at your earliest convenience. Thank you for your help.

Sincerely,

Gerry Pinion  
Graduate Student of School Psychology  
ABSED  
Oklahoma State University

G. A. Pinion  
13 Pecan Place  
Ponca City, Oklahoma 74604

**Receptivity of the  
Kaufman Assessment Battery for Children (KABC)  
Questionnaire**

Directions: Circle one answer for each of the following statements on the questionnaire.

SA = Strongly Agree  
A = Agree  
U = Undecided  
D = Disagree  
SD = Strongly Disagree

- |     |  |             |
|-----|--|-------------|
| 1.  | The Kaufman Assessment Battery for Children (KABC) is as good a measure of intelligence as the Stanford-Binet. | SA A U D SD |
| 2.  | I use the KABC as part of a battery of tests that I give in many testing situations.                           | SA A U D SD |
| 3.  | I use the KABC when I see a need to assess specific processing styles of a child.                              | SA A U D SD |
| 4.  | I use the KABC because its usage is encouraged by the State Department of Education (SDE).                     | SA A U D SD |
| 5.  | I would administer the KABC only if it were required by my job.  | SA A U D SD |
| 6.  | The Mental Processing Composite (MPC) is a good measure of overall intelligence.                               | SA A U D SD |
| 7.  | The MPC is comparable to the Stanford-Binet's Intelligence Quotient (IQ) score.                                | SA A U D SD |
| 8.  | I have received training on the administration of the KABC.  | SA A U D SD |
| 9.  | I would not spend money to receive training on the KABC.   | SA A U D SD |
| 10. | I don't administer the KABC because it is not available in my professional setting.                            | SA A U D SD |
| 11. | Administration is time-consuming for the KABC comparable to other comparable measures of intelligence.         | SA A U D SD |

- |     |   |             |
|-----|---|-------------|
| 12. | Most professionals do not understand the interpretive principles of the KABC.                                   | SA A U D SD |
| 13. | I would not use the KABC as a general measure of intelligence.  | SA A U D SD |
| 14. | The KABC is difficult to administer.  | SA A U D SD |
| 15. | The KABC profile is ambiguous to interpret.   | SA A U D SD |
| 16. | The KABC is based upon <u>both</u> cognitive and neuro-psychological theory.                                    | SA A U D SD |
| 17. | I feel most professionals have avoided using the KABC.  | SA A U D SD |
| 18. | The KABC is appropriate for all school populations.   | SA A U D SD |
| 19. | Most professionals I know have avoided using the KABC.  | SA A U D SD |
| 20. | I don't administer the KABC because it is founded on unproven hybrid theory.                                    | SA A U D SD |
| 21. | The KABC is an easy instrument to score.  | SA A U D SD |
| 22. | I don't administer the KABC because it is not approved by the State Department of Education.                    | SA A U D SD |
| 23. | The KABC requires extensive training to interpret.  | SA A U D SD |
| 24. | Whenever I use the KABC, I use the full battery.  | SA A U D SD |
| 25. | I use the KABC as an adjunct to other instruments.  | SA A U D SD |
| 26. | The Wechsler Intelligence Scale for Children-Revised (WISC-R) is as good a measure of intelligence as the KABC. | SA A U D SD |
| 27. | I never rely on the KABC without additional supportive testing.   | SA A U D SD |
| 28. | Scores derived from the KABC provide meaningful data.   | SA A U D SD |
| 29. | I use the KABC with students with sensory handicaps.  | SA A U D SD |
| 30. | The KABC is able to diagnose IQ and achievement in different populations.                                       | SA A U D SD |
| 31. | The KABC is a useful diagnostic tool for students in the learning disabled (LD) population.                     | SA A U D SD |
| 32. | The KABC is helpful in planning remediation in the classroom.   | SA A U D SD |

33. The MPC accurately discriminates educable mentally handicapped (EMH) from LD students. SA A U D SD
34. The KABC has good inter-rater reliability. SA A U D SD
35. The achievement subtests (5) from the KABC are useful in educational decision making. SA A U D SD
36. I would recommend the KABC to a colleague for use in educational decision-making. SA A U D SD
37. I rely on the KABC for writing diagnostic prescriptions for remediation. SA A U D SD
38. I use the KABC results in parent conferences and individualized educational program (I.E.P.) meetings. SA A U D SD
39. The achievement tests from the KABC accurately reflects grade equivalent skills. SA A U D SD
40. The Woodcock-Johnson Achievement Test is superior to the KABC Achievement Scale. SA A U D SD
41. LD students have a distinct diagnostic profile on the KABC. SA A U D SD
42. EMH students can be accurately discriminated from LD students by scores on the Achievement Scale of the KABC. SA A U D SD
43. The Sequential subtest score of the KABC measures a unitary ability (i.e., sequencing). SA A U D SD
44. Sequential vs. simultaneous comparisons from the KABC Intelligence Scale are useful in diagnosis of exceptional children. SA A U D SD
45. The Simultaneous subtest score of the KABC does not reflect a unitary ability (i.e., gestalt closure). SA A U D SD
46. The KABC simultaneous vs. sequential comparison is meaningful for diagnostic purposes. SA A U D SD
47. The Woodcock-Johnson cluster scores are more useful than Sequential and Simultaneous scores for remediation purposes. SA A U D SD
48. I would not use the KABC for a higher level EMH student placement because its scale cut-offs are not the same as the SDE regulations for inclusion in the EMH category. SA A U D SD

49. The subtests of the KABC can be used to discriminate emotionally disburbed (ED) students from normal students. SA A U D SD
50. Placement decisions are not facilitated by the KABC. SA A U D SD
51. I feel the KABC does not accurately account for socio-cultural factors which influence educational performance. SA A U D SD
52. The administration of the KABC maintains most children's interest during testing. SA A U D SD
53. I feel the riddles subtest of the KABC is irrelevant to educational achievement. SA A U D SD
54. The reading-decoding and reading for understanding subtests of the KABC Achievement Scale are excellent measures of reading. SA A U D SD
55. The arithmetic subtest of the KABC Achievement Scale is not very useful for diagnostic remediation. SA A U D SD
56. The Woodcock-Johnson Reading Achievement Test is more specific in diagnosing reading decoding problems than the KABC Reading Subtest. SA A U D SD
57. Restrictive age range of the KABC prohibits meaningful measures of progress in junior high due to lack of continuity in protocol. SA A U D SD
58. The WISC-R gives a better overall measure of intelligence than the KABC. SA A U D SD
59. Placement in EMH/LD categories is imprecise due to differing IQ classifications used by the State Department of Education. SA A U D SD
60. KABC results are often thought provoking to the examiner. SA A U D SD
61. I would be willing to provide an inservice on the KABC to fellow colleagues. SA A U D SD
62. Scoring procedures on the KABC are confusing. SA A U D SD
63. The convenience of other tests precludes the usage of the more laborious KABC. SA A U D SD
64. I have had rewarding experiences in my field of work. SA A U D SD

- |     |   |    |   |   |   |    |
|-----|---|----|---|---|---|----|
| 65. | Pressures from the profession of school psychology and psychometry often make me want to change jobs. | SA | A | U | D | SD |
| 66. | I plan on staying in my profession.   | SA | A | U | D | SD |
| 67. | I hope to further my studies in the area of school psychology.  | SA | A | U | D | SD |
| 68. | My job description often entails more work than "required."   | SA | A | U | D | SD |
| 69. | I am dissatisfied with the job duties I perform.  | SA | A | U | D | SD |
| 70. | My job allows me to work with children (i.e., counseling, group therapy).                             | SA | A | U | D | SD |
| 71. | I feel my profession is well accepted in the school system.   | SA | A | U | D | SD |
| 72. | The school psychology/psychometrist role is vital in education.                                       | SA | A | U | D | SD |
| 73. | My input is usually followed when I make recommendations.   | SA | A | U | D | SD |

Circle the correct answer for each of the following questions:

74. The Mental Processing Composite on the KABC represents:  
A. non-verbal factors  
B. a measure of general intelligence  
C. speed of sensory processing  
D. a sociocultural variable
75. The KABC's measure of "intelligence" is:  
A. derived from a separate test of ability.  
B. composed of Simultaneous and Sequential processing subscales.  
C. not available from single administration.  
D. not highly correlated with the WISC-R Full Scale Score.
76. The KABC's theoretical base is:  
A. cognitive  
B. neuropsychological  
C. equipotential  
D. A and B
77. The KABC achievement scale was derived from:  
A. logical considerations.  
B. includes new measures of skills that are traditionally assessed by tests of global intelligence.  
C. tests of school achievement.  
D. all of the above.
78. The KABC achievement scale is:  
A. a measure of innate intelligence.  
B. closely related to crystallized abilities.  
C. correlated with the MPC.  
D. generally not included in an interpretation.
79. KABC:  
A. has  $x = 100$ ; S.D. 20  
B. not normatively based  
C. has  $x = 100$ ; S.D. 15  
D. has  $x = 100$ ; S.D. 16
80. Interpretation of the KABC:  
A. is not useful for minority children.  
B. for minority children is facilitated by the inclusion of supplementary sociocultural norms.  
C. is based almost entirely on a population of minority children.  
D. none of the above.
81. The KABC can be administered:  
A. in pantomime  
B. permitting a fair evaluation of Hearing Impaired children.  
C. both A & B.  
D. neither A or B.



82. Sequential processing:
- A. demands a gestalt-like integration of stimuli.
  - B. places a premium on serial or temporal order of stimuli.
  - C. is irrelevant to educational functioning.
  - D. is analogous to the performance I.Q. of the WISC-R.
83. The KABC limitations include which of the following:
- A. There is no measure of creativity included in the test.
  - B. It is not a neurological test battery.
  - C. It is not a measure of innate abilities.
  - D. All of the above.

Please return this questionnaire in the enclosed envelope.

Circle T or F

- |     |  |   |   |
|-----|--|---|---|
| 84. | A child's answers to Gestalt Closure tasks on the KABC may lend themselves to projective interpretation by trained clinicians.               | T | F |
| 85. | The Magic Window of the KABC often elicits impulsive behavior.   | T | F |
| 86. | The KABC is a complete measure of intelligence and achievement.  | T | F |
| 87. | Number recall in the KABC is an adaptation of digit span from the WISC-R.  | T | F |
| 88. | The KABC achievement scales do not provide a pertinent context in which children apply mental processing skills to everyday life.            | T | F |
| 89. | The authors of the KABC do not claim that there is a relationship between processing styles on the KABC and learning style in the classroom. | T | F |
| 90. | The mental processing ability on the KABC is separated from measurement of acquired factual information.                                     | T | F |
| 91. | The KABC may be utilized as a thorough neuropsychological assessment battery.  | T | F |
| 92. | The normative data on the KABC was derived in part from Brain Damaged children.  | T | F |
| 93. | Specific profiles from the KABC cannot be used as an indicator of impairment in specific brain locations.                                    | T | F |
| 94. | Triangles from the KABC is an adaptation of block design from the WISC-R.  | T | F |

Thank you for your cooperation.

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APPENDIX C

TABLES

TABLE I  
DEMOGRAPHIC DATA

States	Total N Sent	Total N Received	Response Rate (%)	Percent Used in Survey
Arkansas	75	24	32	6.1
Kansas	434	143	33	36.4
Missouri	55	19	39	4.8
New Mexico	29	12	41	3.0
Oklahoma	868	196	22	49.7
Total N =	1,461	394	32%	100.0

TABLE II  
 FACTOR PATTERN FOR THE THREE SUBSCALES

Acceptance Factor	
Q2	0.76176
Q8	0.44189
Q9	0.49917
Q13	-0.32668*
Q17	0.29116*
Q19	0.58378
Q24	0.36963
Q25	0.41384
Q27	0.31148
Q29	0.35562
Q36	0.74228
Q37	0.76562
Q38	0.70362
Q40	0.29993*
Q48	0.28235*
Q51	0.50013
Q53	0.40677
Q54	0.19473*
Q55	0.36753
Q61	0.57763
Appropriateness Factor	
Q3	0.37181
Q4	0.19362*
Q5	0.27661*
Q15	0.35964
Q18	0.31399
Q20	0.37238
Q21	0.20087*
Q23	-0.10012*
Q30	0.42820
Q41	0.52379
Q42	0.28512*
Q44	0.52073
Q46	0.53487
Q47	0.46193
Q56	0.22639*
Q57	0.00004*

\*Items Deleted

TABLE IV (CONTINUED)

Appropriateness Factor	
Q58	0.54659
Q59	-0.19770*
Q60	0.41679
Q63	0.14093*

Attitudes Factor	
Q1	0.48495
Q6	0.59926
Q7	0.58174
Q11	0.42040
Q12	0.29470*
Q14	0.49392
Q16	0.22286*
Q26	0.10177*
Q28	0.76776
Q31	0.64457
Q32	0.34218
Q33	0.38059
Q34	0.56292
Q35	0.45358
Q39	0.36038
Q43	0.14786*
Q45	-0.09200*
Q49	-0.11537*
Q50	0.59495
Q52	0.39369
Q62	0.43275

TABLE III  
RESPONSE RATE

---

Questionnaire Responses	N
Received, totally filled out	287
Received, partially filled out	107
Some response/with explanation	<u>247</u>
Total N received	641
Total N not received	<u>820</u>
Total N surveyed	1,461

---

Total Response Rate = 43% (641)

---

TABLE IV  
CORRELATION COEFFICIENTS AMONG SUBTESTS

	ATT	ACC	APR	Score
ATT	1.00	.74	.81	.25
ACC	.74	1.00	.80	.25
APR	.81	.80	1.00	.27
Score	.25	.25	.27	1.00

ATT = Attitudes

Total N = 1,461

ACC = Acceptance

APR = Appropriateness

Score = As obtained on the  
knowledge subtest



TABLE V  
ANALYSIS OF VARIANCE AMONG STATES

<u>Dependent Variable: Acceptance</u>				
<u>Source</u>	<u>DF</u>	<u>Sum of Squares</u>	<u>Mean Square</u>	<u>F Value</u>
Model	4	2.24440587	0.56110147	1.30
Error	272	117.79006831	0.43305172	
Corrected Total	276	120.03447418		
<u>Source</u>	<u>DF</u>	<u>ANOVA SS</u>	<u>F Value</u>	<u>PR &gt; F</u>
State	4	2.24440587	1.30	0.2720
<u>Dependent Variable: Appropriateness</u>				
<u>Source</u>	<u>DF</u>	<u>Sum of Squares</u>	<u>Mean Square</u>	<u>F Value</u>
Model	4	5.43122175	1.35780544	1.93
Error	270	190.01230284	0.70374927	
Corrected Total	274	195.44352459		
<u>Source</u>	<u>DF</u>	<u>ANOVA SS</u>	<u>F Value</u>	<u>PR &gt; F</u>
State	4	5.43122175	1.93	0.1058
<u>Dependent Variable: Attitudes</u>				
<u>Source</u>	<u>DF</u>	<u>Sum of Squares</u>	<u>Mean Square</u>	<u>F Value</u>
Model	4	1.73149531	0.43287383	0.99
Error	269	117.35814664	0.43627564	
Corrected Total	273	119.08964195		
<u>Source</u>	<u>DF</u>	<u>ANOVA SS</u>	<u>F Value</u>	<u>PR &gt; F</u>
State	4	1.73149531	0.99	0.4122
<u>Dependent Variable: Knowledge</u>				
<u>Source</u>	<u>DF</u>	<u>Sum of Squares</u>	<u>Mean Square</u>	<u>F Value</u>
Model	4	52.58779237	13.14694809	1.75
Error	280	2099.39115500	7.49782555	
Corrected Total	284	2151.97894737		
<u>Source</u>	<u>DF</u>	<u>ANOVA SS</u>	<u>F Value</u>	<u>PR &gt; F</u>
State	4	52.58779237	1.75	0.1384

\*Significant

2  
VITA

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