



WIIP™



Riverside Publishing has developed an expanded and improved “report writer” called the **Woodcock-Johnson Interpretation and Instructional Interventions Program™**.

The WIIP™ is a computer software program designed to help professional examiners create comprehensive psychological and educational reports that describe the performance of individuals who were administered one or more of the following test batteries (and others):

- Woodcock-Johnson III Tests of Cognitive Abilities (Normative Update) (WJ III COG)
- Diagnostic Supplement (DS) to the WJ III Tests of Cognitive Abilities (Normative Update)
- Woodcock-Johnson III Tests of Achievement (Normative Update) (WJ III ACH) Forms A, B, and C

The WIIP calculates scores, and produces a wide variety of interpretive reports, including: a Comprehensive Report, a Summary and Score Report, a Score Report, a Proficiency Profile Report, an Age/Grade Profile, a Standard Score/ Percentile Rank Profile, and a Diagnostic Worksheet. Eight reproducible criterion-referenced checklists are included, for documenting and integrating contextual information from direct observations of the individual, as well as relevant information from parents, teachers, and, if appropriate, the individual himself or herself.

The WIIP includes the Reason for Referral Checklist, Parent’s Checklist, Teacher’s Checklist, Classroom Behaviour Observation Form, Self-Report Checklist for Adolescents/Adults, Academic Processes Checklist (for WJ III ACH Forms A & B), Executive Processes and Cognitive Fluency Checklist (for WJ III COG), and the Writing Evaluation Scale. The reproducible checklists are from one to seven pages in length, and each has from seven to 64 items or questions.

The **Comprehensive Report** allows examiners to capture a broad range of qualitative, developmental, proficiency, and peer-comparison information in a detailed narrative. This report is based primarily on a cluster-level interpretation of the WJ III Normative Update. Examiners can use the recommended report options or make selections about which scores to include, the level of narrative detail desired, and the type of descriptive terms used to describe an individual’s test performance. For students who demonstrate limited proficiency on one or more WJ III tests, targeted instructional interventions are offered to the examiner, and can be selected and incorporated into the report.

See page 16 for pricing.

The Comprehensive Report expands the diagnostic usefulness of the WJ III by providing comparative information obtained from all three ability/achievement discrepancy procedures: Predicted Achievement/Achievement, General Intellectual Ability/Achievement, and Oral Language Ability/Achievement. Examiners can also use full-scale scores from the Universal Nonverbal Intelligence Test (UNIT) to calculate estimated ability/achievement discrepancies with the WJ III ACH (Normative Update). Discrepancies for Bilingual Verbal Ability Tests/WJ III NU ACH can be calculated based on updated norms (WJ III NU norms) for the BVAT. Sensory-motor tests from the Dean-Woodcock Neuropsychological Battery can also be scored by the WIIP, and a narrative description can be incorporated into the Comprehensive Report.

The Comprehensive Report draws from a very large library of **evidence-based** instructional interventions that are related to limited proficiency on the WJ III tests and clusters. Based on the individual's performance, when proficiency on a test or cluster is limited-to-average or lower, targeted interventions can be selected to appear in the Comprehensive Report.

The Comprehensive Report option can be used by a team of professionals. For example, one professional can administer the WJ III COG, another examiner can administer the WJ III ACH, a third team member can observe the student in the classroom, if applicable, and yet another professional, such as a case manager, can be responsible for gathering information from teachers and parents with the checklists. Information from each team member is integrated into the Comprehensive Report.

For many applications, proficiency-based information may provide the most useful insights about an individual's test performance. The WIIP allows examiners to request proficiency labels in the reports: labels describe how proficient the individual is with tasks that are of average difficulty for others of the same age or grade, e.g. "very limited," "advanced."

The WIIP's database contains hundreds of interventions that are targeted at addressing each individual's specific limitations in proficiency on the WJ III tests and clusters. From the list that is suggested by the WIIP, evaluators may select their preferred set of interventions (or all) to be included in the report. The WIIP manual has extensive references to research studies that were used to generate the interventions, as sources of more information for implementation.

The **Summary and Score Report, Score Report, Age/Grade Profile,** and **Standard Score/Percentile Rank Profile** in the WIIP all correspond to the reports in the *WJ III Normative Update Compuscore and Profiles Program V3.1* (which is included with each WJ III kit). However, three reports are unique to the WIIP: the Comprehensive Report (outlined above), the Proficiency Profile Report, and the Diagnostic Worksheet.

The **Proficiency Profile Report** is a profile of the individual's proficiency in selected areas assessed by the WJ III COG and WJ III ACH. This brief report contains a graph of proficiency information based on the individual's cluster scores. The report may also include certain test-level information if a test is administered that does not contribute to one of the WJ III clusters. The individual's national percentile rank in each area is included. A brief narrative, plus test and cluster definitions, provide important information to other professionals or to parents.

The **Diagnostic Worksheet** is helpful in describing an individual's performance from an information processing perspective. The worksheet is a modification of the WJ III Information Processing Model that was developed as a diagnostic aid to help clinicians evaluate cognitive and noncognitive information about an individual.

Checklists in the WIIP

- Teacher's Checklist
- Classroom Behaviour Observation Form
- Parent's Checklist
- Self-Report Checklist
- Reason for Referral Checklist
- Academic Processes Checklist
- Executive Processes and Cognitive Fluency Checklist
- Writing Evaluation Scale