



# Cecil R. Reynolds, PhD

Texas A & M University

## The RIAS-2: Intelligence and Its Assessment Targeting the I in RTI

**Monday, April 25, 2016, 8:30 AM to 3:30 PM**

**Virginia Academy of School Psychologists: Tidewater  
VMASC 1030 University Blvd, Suffolk, VA 23435**

Registration: <http://vaspweb.org>  
Scroll to "Upcoming Events"

Lunch included: Members \$25 Nonmembers \$50

VASP Tidewater acknowledges and thanks the Virginia Department of  
Education (VDOE) for helping to make this workshop possible.



Ensuring High Quality  
Professional Development



## Registration/Lunch (included)

Register online at <http://vaspweb.org> and scroll to the link for “Upcoming Events.” Early registration is strongly recommended. Attendees representing school systems that do not reimburse or allow online registration should contact Tidewater’s Regional Representatives by e-mail ([VASPTidewater@gmail.com](mailto:VASPTidewater@gmail.com)). While registering you can choose your boxed lunch which will include a sandwich/wrap, dessert, chips, and a drink.

- Smoked Turkey & Brie Wraps w/ Herb Aioli
- Grilled Vegetable Wraps w/ Sweet Chili Sauce
- Italian Club on Sun-Dried Tomato Focaccia
- Pastrami w/ Smoked Cheddar on Brioche



## Schedule

- 8:30 to 9:00 Sign in and welcome
- 9:00 to noon Morning presentation (RTI-SMALSI)
- Noon to 1:00 Lunch—included with registration
- 1:00 to 3:30 Afternoon presentation (RIAS-2)

## Location/Accessibility

The workshops will take place in the first floor large conference room of the [Virginia Modeling, Analysis & Simulation Center \(VMASC\)](#) at [1030 University Blvd, Suffolk, VA 23435](#). The facility is handicapped accessible. VMASC is part of Old Dominion University’s Tri-Cities Campus near the juncture of Suffolk, Chesapeake, and Portsmouth off I-664 one exit (8 B) south of the Monitor Merrimac Bridge-Tunnel. From College Drive turn onto University Boulevard. The building is to the right just after the roundabout. The Monitor-Merrimac Tunnel is seldom backed up in the directions traveled in the morning and afternoon.

## Target Audience

This presentation is targeted for school psychologists, but allied professionals are welcome. As with other workshops planned by regional VASP representatives the presentations are planned for all members statewide.

## Credit Details

VASP is approved by the National Association of School Psychologists to offer professional development for psychologists. VASP Tidewater maintains responsibility for the program. Five NASP CPD credits will be awarded to participants who attend this workshop in its entirety. Credits may also be used for recertification by the Virginia Department of Education if approved by the attendees’ school division. Because the Board of Psychology is unable to pre-approve any CE offering, clinical psychologists must use their judgment as to whether to count the trainings towards CE requirements for renewal as described in the regulations.

The presenter was selected by VASP Tidewater for excellence in presentation and timely information. Dr. Reynolds is the author of publications and diagnostic materials that will be discussed, and he receives financial support from the sale of his materials. After selecting the speaker VASP accepted the publisher’s offer to cover some expenses for the workshop (Psychological Assessment Resources, Inc.).

## Weather or other Cancellation/Refunds

In the unlikely event there is a cancellation we will send a notice via the e-mail given at registration. Please check your e-mail before coming. VASP is not responsible for hotel or travel costs. For event refunds, for any reason, e-mail [VASPTidewater@gmail.com](mailto:VASPTidewater@gmail.com) and use “refund” in your subject line.

## Hotel

[The Chesapeake/Suffolk Hilton Garden Inn](#) is within easy driving distance for the conference. A reduced rate of \$109 is offered for April 24 or April 25 at 757 484-9001 (mention VMASC).

## Contacts

VASP Tidewater’s Regional Representatives are Lloyd English and Steve Fannin who serve as the event’s organizers. Both may be reached at [VASPTidewater@gmail.com](mailto:VASPTidewater@gmail.com).

## Presentation Details

### **Targeting the I in RTI: Preventing School Failure Through Assessment and Remediation of Deficits in Study and Learning Strategies, Listening Skills, Reading Comprehension Strategies, and Related Academic Skills.**

Research over the past 30 or more years in educational, school, and related areas of psychology has demonstrated repeatedly that students who engage in strategic learning and test-taking perform at higher levels academically than those who do not. Academic achievement levels can be improved significantly by improving the study skills, learning, reading comprehension, test-taking, and related strategies of learners at all ages and is effective with both regular and special education students. Yet, there are few measures of such skills and strategies. The current workshop describes the development, application, and interpretation of the School Motivation and Learning Strategies Inventory (SMALSI), a scale developed and normed for use with students from 8 years of age through 18 years. Additionally, examples of techniques for remediating measured deficiencies in each area assessed by the SMALSI are presented and resources designated for locating and developing additional methods for improving student characteristics in the measured areas. Special applications of the SMALSI to prevention and to RTI are emphasized. The SMALSI is useful in Tier 1 as well as in remediation with students identified as having a disability.

The SMALSI targets ten primary constructs which are reflected in the subtest titles below. These constructs are well established in the educational psychology and the general education literatures. They have been demonstrated in literally hundreds of research works spanning at least three decades (for each construct) to be related to academic and educational success. The constructs-subtests of the SMALSI are: Test-Taking Strategies, Study Strategies, Writing-Research Skills, Test Anxiety, Attention and Concentration, Reading Comprehension Strategies, Note Taking and Listening Skills, Time Management, Organizational Techniques, and Academic Motivation.

At the conclusion of this workshop, participants will:

- Understand the development, standardization, and psychometric characteristics of the SMALSI;
- Be able to administer and score the SMALSI accurately;
- Understand the interpretation of the SMALSI and its application to the identification of deficiencies or problems in each of the areas assessed;
- Understand applications of the SMALSI to Tier 1 RTI methods;
- Understand the relationship between each of the SMALSI constructs and academic performance;
- Be able to define the constructs represented and assessed by the SMALSI;
- Be able to develop and apply remedial methods to enhance student's skills in deficient/problem areas;
- Be able to locate additional resources and teaching materials to address skill development in each SMALSI area to enhance the individualization and effectiveness of instruction in each area.
- Determine the need for additional assessment or referral related to issues associated with high levels of test anxiety.

### **The RIAS-2: Intelligence and Its Assessment: What we need to know from intelligence tests and how best to obtain it.**

Psychologists spend a great deal of time conducting cognitive assessments, and often the bulk of this time is spent in the assessment (administration, scoring, and interpretation) of tests of intelligence. The expenditure of so much time in intellectual assessment appears to be predicated on the myths of profile analysis, i. e., that a careful analysis of the patterns of subtest scores on intelligence tests will reveal cogent diagnostic and intervention-related insights justifying the hours often spent in such endeavors. Through a critique of the widely publicized failure of profile analysis of IQ tests and the reasons for this failure the lack of value of profile analysis will be noted and the relevant information obtained from intelligence tests revealed. The useful information available from sound intelligence tests as measures of intellect will be emphasized and the Reynolds Intellectual Assessment Scales approach to rapid but reliable and valid intellectual assessment presented in detail, along with a review of the RIAS-2 (and its modifications from RIAS), as a preferred model of intellectual assessment. The design of the RIAS-2 and its development are reviewed including commentary on its standardization, reliability studies, and validity evidence. Administration and scoring changes from the RIAS are taught followed by presentation of guidelines for interpretation. The importance of assessment of complex memory functions in intellectual assessment is reviewed.

If time is available, an introduction to the Comprehensive Trail Making Test (CTMT), a rapid measure (6-12 minutes) of executive functioning will be included.

After completing this workshop, learners should be able to:

- Understand the concept of g and its relationship to profile analysis of IQ subscales;
- Define the constructs assessed by the RIAS-2;
- Describe the RIAS-2 development, standardization, and scaling processes;
- Administer and score the RIAS-2 accurately;
- Interpret RIAS-2 scores;
- Understand the importance of complex memory as a component of intellectual assessment and prediction of academic achievement.

## Presenter

**Cecil R. Reynolds, PhD, ABN, ABPdN**, earned his Doctoral Degree from the University of Georgia in 1978 under the tutelage of Dr. Alan S. Kaufman, with a major in School Psychology and minors in Statistics and in Clinical Neuropsychology. He served an internship divided between the Medical College of Georgia (Pediatric Neurology section and Neurological Surgery section) and the Rutland Center for Severely Emotional Disturbed Children.

Prior to joining Texas A & M University in 1981, Dr. Reynolds was on faculty at the University of Nebraska-Lincoln, where he served as Associate Director and Acting Director of the Buros Institute of Mental Measurement, after writing the grants and proposals to move the Institute to Nebraska following the death of its founder, Oscar Buros. His primary research interests are in all aspects of psychological assessment with particular emphasis on assessment of memory, emotional and affective states and traits, and issues of cultural bias in testing.

Dr. Reynolds is the author of more than 300 scholarly publications and author or editor of over 50 books including The Energetic Brain, The Clinician's Guide to the BASC, Clinical Applications of Continuous Performance Tests, Handbook of School Psychology, the Encyclopedia of Special Education, and the Handbook of Clinical Child Neuropsychology. He is the author of several widely used tests of personality and behavior including the Behavior Assessment System for Children and the Revised Children's Manifest Anxiety Scale. He is senior author of the Test of Memory and Learning, the Clinical Assessment Scales for the Elderly, and co-author of several computerized test interpretation systems. He is senior author of the Reynolds Intellectual Assessment Scales (RIAS). He maintained a clinical practice treating trauma victims and individuals with Traumatic Brain Injury for 25 years before retiring from clinical work at the end of 2003.

Dr. Reynolds is a diplomate in Clinical Neuropsychology of the American Board of Professional Neuropsychology, of which he is also a past president, is a diplomate of the American Board of Pediatric Neuropsychology, and was a diplomate in School Psychology of the American Board of Professional Psychology, prior to retiring his diplomate in 2004. He was elected a Distinguished Practitioner and Fellow of the National Academies of Practice in 2012. He is a past president of the National Academy of Neuropsychology, APA Divisions 5 (Evaluation, Measurement, and Statistics), 40 (Clinical Neuropsychology), and 16 (School Psychology). He is a Fellow of APA Divisions 1, 5, 15, 16, 40, and 53. Dr. Reynolds taught courses primarily in the areas of psychological testing and diagnosis and in neuropsychology in addition to supervising clinical practica in testing and assessment. He served as Editor in Chief of Archives of Clinical Neuropsychology (1990-2002), official journal of the National Academy of Neuropsychology, Editor of Applied Neuropsychology (2004-2008), and in January of 2009 began a 6 year term as editor in chief of the prestigious APA journal Psychological Assessment and in April of 2015 became Editor of Archives of Scientific Psychology. He serves on the editorial boards of 11 other journals in the field. He has served as Associate Editor of School Psychology Quarterly and of the Journal of Special Education.

Dr. Reynolds has received multiple national awards recognizing him for excellence in research including the Lightner Witmer Award and the early career awards from APA Divisions 5 and 15. He is a co-recipient of the Society for the Psychological Study of Social Issues Robert Chin Award and a MENSA best research article award. In 1999, Dr. Reynolds received the Senior Scientist Award from APA Division 16 (School Psychology). In 2000, he received the National Academy of Neuropsychology's Distinguished Clinical Neuropsychologist Award, the Academy's highest award for research accomplishments. He received the NASP 2003 Lifetime Achievement Award in Neuropsychology. He received the Buros Institute Distinguished Reviewer Award in 2006. His service to the profession and to society has been recognized as well through the President's Gold Medal for Service to the National Academy of Neuropsychology as well as the Academy's Distinguished Service Award, and the University of North Carolina at Wilmington 50<sup>th</sup> Anniversary Razor Walker Award for Service to the Youth of North Carolina. He was named Alumnus of the year at the University of NC at Wilmington and has also been elected to the academic hall of fame at the University of Georgia. In 2010 he received the Jack I. Bardon Award for Lifetime Distinguished Service Contributions to school psychology. In 2014, he received the APA Div. 5 Samuel Messick Award for Distinguished Contributions to Measurement Science and the Div. 12 Award for Distinguished Contributions to Clinical Assessment. He is currently an Emeritus Professor of Educational Psychology, Professor of Neuroscience, and Distinguished Research Scholar at Texas A & M University and practices forensic neuroscience in Austin, Texas.

