**D-KEFS Tower Test.**

The D-KEFS Tower Test is a means of assessing several key executive functions, including spatial planning, rule learning, inhibition of impulsive and perseverative responding, and the ability to establish and maintain instructional set. Key fundamental abilities assessed by this task include visual attention and visual-spatial skills. Executive functions tapped by the D-KEFS Tower Test include spatial planning, rule learning, inhibition, and establishing and maintaining cognitive set. Tower tests have been adapted for use in experimental studies of planning and problem-solving abilities in patients with frontal lobe involvement (e.g., Levin et al, 1994, as cited in Delis et al., 2001b, p. 20). For the school psychologist, the D-KEFS Tower Test is a measure not only of an examinee’s planning and spatial problemsolving abilities but also of ability to inhibit perseverative and unplanned, impulsive responses within a visual nonverbal modality.

**D-KEFS Color-Word Interference Test.**

This test primarily measures the ability to inhibit an overlearned verbal response (i.e., reading the printed words) to generate the conflicting response of naming the dissonant ink colors in which the words are printed. As well, an inhibition/switching condition evaluates both inhibition and cognitive flexibility. Stroop (1935, as cited in Delis et al., 2001b, p. 21) developed this procedure for studying verbal interference effects. The D-KEFS Color-Word Interference Test can be used by the school psychologist to evaluate both cognitive flexibility and a student’s ability to inhibit perseverative and unplanned, impulsive responses within the verbal modality. It is complimentary to the D-KEFS Tower Test when one is looking at a student’s ability to control impulsivity in both verbal and nonverbal problem solving.

**D-KEFS Verbal Fluency Test.**

The D-KEFS Verbal Fluency Test measures the ability to generate words fluently in an effortful phonemic format (letter fluency), from overlearned concepts (category fluency), and simultaneously shifting between overlearned concepts (category switching). Letter and verbal fluency tests were first developed in the 1930s and have been used in neuropsychology in both research studies and clinical practice. The school psychologist can gain supplemental information about language skills and processing since the ability to fluently generate words and to shift between different verbal conceptual categories is required when a student completes the D-KEFS Verbal Fluency Test.

**D-KEFS Design Fluency Test.**

The D-KEFS Design Fluency Test measures the ability to draw as many different designs as possible in 60 seconds. Condition 1 provides a basic test of design fluency, Condition 2 measures both design fluency and response inhibition, and Condition 3 measures design fluency and cognitive flexibility. This test is a nonverbal analog of the D-KEFS Verbal Fluency Test and taps basic visual attention, motor speed, visual-perceptual skills, and constructional skills. The executive functions required include initiation of problem-solving behavior, fluency in generating visual patterns, creativity in drawing new designs, simultaneous processing in drawing the designs while observing the rules and restrictions of the task, and inhibiting previously drawn responses. The first version of this test was developed as a nonverbal analogue to verbal fluency procedures (Jones-Gotman & Milner, 1977 as cited in Delis et al., 2001b, p. 22). This test is useful for the school psychologist because it provides supplemental information about visual-motor processing and integration in a complete psycho-educational assessment.

**D-KEFS Trail Making Test.**

The D-KEFS Trail Making Test consists of a visual cancellation task and a series of connect-the-circle tasks. The primary executive-function task is Condition 4 (number-letter switching), which is a means of assessing flexibility of thinking on a visual-motor sequencing task. The other four conditions of this test allow the examiner to quantify and derive normative data for several key component processes necessary for performing the switching task, including visual scanning, number sequencing, letter sequencing, and motor speed. This test is a modification of the classic test originally developed by Partington (Brown & Partington, 1942, as cited in Delis et al., 2001b, p. 5), and later selected and popularized as a neuropsychological test in the Halstead-Reitan Neuropsychological Battery (HRNB; Reitan & Wolfson, 1993, as cited in Delis et al., 2001b, p. 3). The D-KEFS Trail Making Test provides the school psychologist with excellent information about visual motor processing and speed. As well, it gives additional information about impulsivity and flexibility of thinking in nonverbal problem solving.

**D-KEFS Proverb Test.**

The D-KEFS Proverb Test consists of eight sayings that are presented in two conditions, free inquiry and multiple choice. The test consists of both common and uncommon proverbs, the latter of which tend to place greater demands on novel abstraction skills. Multiple process and contrast measures are provided for the two conditions of the test, which can be useful for identifying the neurocognitive mechanisms underlying poor performance on this verbal abstraction task. The D-KEFS Proverb Test was designed for adolescents and adults aged 16 to 89 years, unlike the other eight tests of the D-KEFS, which were designed for use with children and adults aged 8 to 89. The D-KEFS Proverb Test was formerly called the California Proverb Test and was developed in the late 1980s. It was generally modeled after Gorham’s formal proverb test (Gorham, 1956, as cited in Delis et al., 2001b, p. 24) in which examinees are asked to write their interpretations of proverbs. The school psychologist will gain additional information about an older student’s ability to form novel verbal abstractions when this test is administered.

**Wechsler Abbreviated Scale of Intelligence (WASI-II)**

The WASI is a general intelligence, or IQ test designed to assess specific and overall cognitive capabilities and is individually administered to children, adolescents and adults (ages 6-89). It is a battery of four subtests: Vocabulary (31-item), Block Design (13-item), Similarities (24-item) and Matrix Reasoning (30-item). In addition to assessing general, or Full Scale, intelligence, the WASI is also designed to provide estimates of Verbal and Performance intelligence consistent with other Wechsler tests. Specifically, the four subtests comprise the full scale and yield the Full Scale IQ (FSIQ-4). The Vocabulary and Similarities subtests are combined to form the Verbal Scale and yield a Verbal IQ (VIQ) score, and the Block Design and Matrix Reasoning subtests form the Performance Scale and yield a Performance IQ (PIQ) score.

**Wechsler Individual Achievement Test – Second Edition Abbreviated (WIAT-IIA)**

The WIAT is a brief achievement test, which is individually administered to children, adolescents and adults (ages 4-85). It is composed of three subtests: Word Reading (131-items) ranging from phonological skills and letter recognition to word recognition, Numerical Operations (54-items) ranging from counting and number recognition to complex calculations involving equations, fractions, decimals, etc., and Spelling (53-items) ranging from single and blended sound dictation to word dictation. Items on all three subtests receive a score of 0- incorrect responses or 1-correct responses.

Reference

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