

PART ONE

THOSE WHO KNOW HIM

## 1

## Alan S. Kaufman's Contributions

NADEEN L. KAUFMAN

*Yale University School of Medicine*

JAMES C. KAUFMAN

*California State University at San Bernardino*

The field of intelligence testing has been revolutionized by the work of Alan S. Kaufman. As the project manager for the Wechsler Intelligence Scale for Children – Revised (WISC-R), he worked directly with David Wechsler. His best-selling book, *Intelligent Testing with the WISC-R*, introduced and popularized the phrase “intelligent testing,” an idea that stressed the psychologist’s theoretical knowledge and experience as the primary ingredient for meaningful and appropriate testing to occur. Single numbers, or scores, mean little by themselves; the key to functionality is the score within a broad, yet individualized, context. The test examiner is expected to apply her integrated and internalized training and bring her own clinical experience to the testing session. In this way, the examiner can best help the child or adult being evaluated by understanding and interpreting a wide range of behaviors, and making direct inferences about observed problem solving strategies, to answer pertinent referral questions. Every aspect of psychology is brought into play to interpret a set of scores in the context of accumulated research. This kind of assessment is far more likely to change lives than the narrow, test-centered intelligence testing more typical of the decade of the 1970s, when Kaufman was venturing farther away from his “pure” measurement background and feeling the needs of clinicians.

Kaufman, with Nadeen, then created his own series of tests: the Kaufman Assessment Battery for Children (K-ABC), the Kaufman Test of Educational Achievement (K-TEA), the Kaufman Brief Intelligence Test (K-BIT), the Kaufman Adult and Adolescent Intelligence Test (KAIT), and many other instruments. The K-ABC, the first major intelligence test to

challenge the Wechsler, was known for its top-notch standardization process and accompanying validity research studies, raising the bar for future tests. Kaufman's measurement and statistics background (he received his PhD from Columbia under Robert L. Thorndike) helped develop a new level of sophisticated test interpretation. The K-ABC was also the first test to integrate theoretical cognitive psychology into testing, using the ideas of Luria and Sperry in its conception. The Kaufmans have also written the K-CLASSIC, a computerized test of cognitive ability, for ECPA, a French publisher, and have revised the K-ABC, K-TEA, and the K-BIT.

Alan Kaufman, with Nadeen, has edited a series of *Essentials of Assessment* books that explain different testing tools in an easy-to-understand manner. Kaufman continues to be an active test author (completely revised second editions of the K-ABC and K-TEA appeared in April 2004, and new tests, books, and other projects will be coming out shortly) and research psychologist. He was been a coeditor of the journal *Research in the Schools* from 1992 to 2003, served on the board of five professional journals and has published 18 books and more than 200 articles, reviews, and chapters in professional journals and books in the fields of school psychology, special education, clinical psychology, neuropsychology, and educational psychology. Among Alan Kaufman's books are *Intelligent Testing with the WISC-R* (1979), *Intelligent Testing with the WISC-III* (1994), *Assessing Adolescent and Adult Intelligence* (1990; 3rd ed. with Liz Lichtenberger, 2006), and several that he has coauthored for the *Essentials* series, such as *Essentials of WISC-IV Assessment* (with Dawn Flanagan, 2004).

Alan Kaufman is a fellow of four divisions of the American Psychological Association (APA) and of the American Psychological Society, and is a recipient of several awards, including the Mensa Education and Research Foundation Award for Excellence and APA's Senior Scientist Award from Division 16 (School Psychology).

In addition, Alan S. Kaufman has served as a mentor to a whole new generation of intelligence test authors and users. From 1974 to 1997, Nadeen and Alan Kaufman trained school psychologists and clinical psychologists, and supervised graduate-student research at the University of Georgia, the National College of Education in Evanston, Illinois, the California School of Professional Psychology, San Diego campus, and the University of Alabama. These students, such as Jack Naglieri, Bruce Bracken, Cecil Reynolds, Randy Kamphaus, and Steve McCallum, have further changed the field that Kaufman helped establish.

## 2

## Who Is Alan S. Kaufman?

ELIZABETH O. LICHTENBERGER  
*Alliant University (San Diego)*

Alan S. Kaufman needs little introduction to those in the field of psychological assessment, as he has been well known for his strong influence on the field for nearly four decades. The qualities that have made Kaufman such an influential person in his field are personal as well as professional. The impressive and immense list of articles, chapters, books, presentations, and assessment tools that Kaufman has on his vita clearly demonstrates his impact as a professional. However, who Kaufman is personally – a kind, generous, insightful, and strong man – is just as important to understanding how his influence has reached so far.

Working with Kaufman can be, at first, intimidating. However, despite that fact that he is a larger-than-life figure in the field, Kaufman possesses the ability to make you feel as important as he is, by revealing his humanity and kindness through sharing many anecdotes about his work and his life. He is truly one of the best story-tellers I know, and has a memory for details that is keener than most. A typical meeting with Kaufman is over a late breakfast or dinner, with his wife and work colleague, Nadeen, at his side. The meeting may proceed with Kaufman sharing an anecdote about his work on the WISC-R with the late David Wechsler. Perhaps he may tell the story of when he tried to convince Wechsler to get rid of the WISC item “Why should women and children be saved first in a shipwreck,” which ends with a red-faced Wechsler exclaiming, “Chivalry may be dying. Chivalry may be dead. But it will not die on the WISC.” Or perhaps he may share the story of how he first started his higher education as a medical student, but luckily ended up instead as a psychology doctoral student specializing in psychometrics under Robert L. Thorndike at Columbia. If you are a baseball fan, he may reel off an impressive list of memorized baseball statistics for you. No matter what the story, smoothly delivered

with his dry sense of humor, Kaufman has the ability to engage you and simply put you at ease.

Once Kaufman has shared bits and pieces of himself through his very entertaining anecdotes, then he gracefully slides from the casual conversation into the business portion of the meal without even skipping a breath. During the business part of the conversation, the manner in which he suggests that you should undertake a new project is subtle, but always persuasive. Kaufman has an uncanny ability to make you believe that you are the perfect man or woman for the job (and truthfully, his insight into people's own capabilities is often better than their own). His words of persuasion typically begin with something like, "I would like it if you wrote this article" or "I would like it if you coauthored this book with me." Not a more direct, "You should do this or that" but, "I would like it if . . ." Because of his engaging personality and subtle ability to persuade, Kaufman has planted many seeds of greatness and has cultivated a field of leading experts in assessment.

Part of what has made Kaufman's reach in the field so broad is his eye for spotting the potential greatness in those around him, and fostering excellence in those that he believes has potential. He has taught and worked with many individuals who have gone on to become well recognized test authors, prolific researchers and writers, and professors. The list of professionals that Kaufman has mentored and taught includes Cecil Reynolds, Randy Kamphaus, Bruce Bracken, Steve McCallum, Jack Naglieri, and Patti Harrison, just to name a few. Through coauthorships and his editorial roles, he continues to shape, teach, and encourage professionals, such as myself and Dawn Flanagan. Thus, his reach in the field has extended well-beyond his own professional works.

By setting the stage with an understanding of who Kaufman is as a person and how his influence has broadly affected many in the field, his professional achievements are even more awe-inspiring. The field of intelligence testing has been revolutionized by Kaufman's work. As project manager for the Wechsler Intelligence Scale for Children – Revised (WISC-R), he worked directly with David Wechsler. His best-selling book, *Intelligent Testing with the WISC-R*, introduced and popularized the phrase "intelligent testing," an idea that stressed the psychologist's theoretical knowledge and experience as the primary ingredient for meaningful and appropriate testing to occur. Single numbers, or scores, mean little by themselves; the key to functionality is the score within a broad, yet individualized, context. The test examiner is expected to apply her integrated and internalized training and bring her own clinical experience to the

testing session. In this way, the examiner can best help the child or adult being evaluated by understanding and interpreting a wide range of behaviors, and making direct inferences about observed problem solving strategies, to answer pertinent referral questions. Every aspect of psychology is brought into play to interpret a set of scores in the context of accumulated research. This kind of assessment is far more likely to change lives than the narrow, test-centered intelligence testing more typical of the decade of the 1970s, when Kaufman was venturing farther away from his “pure” measurement background and feeling the needs of clinicians.

As a psychologist, researcher, and author, Kaufman has never been afraid to stand up for what he believed was true. Even when working with his well-respected mentor, Wechsler, he was compelled (albeit, at times, a bit hesitantly) to say what needed to be changed on the WISC. In the early 1980s, Kaufman broke from the Wechsler tradition when he and Nadeen created their own intelligence test: the Kaufman Assessment Battery for Children (K-ABC). As the first major intelligence test to challenge the Wechsler, the K-ABC was known for its top-notch standardization process and accompanying validity research studies, raising the bar for future tests. Kaufman’s measurement and statistics background helped develop a new level of sophisticated test interpretation. The K-ABC was also the first test to integrate theoretical cognitive psychology into testing, using the ideas of Luria and Sperry in its conception. When the K-ABC was published, the Kaufmans received a lot of feedback, and the test itself became very controversial. However, the Kaufmans did not shy away from the controversy, instead they took the positive and negative feedback to develop the second edition of the test – the KABC-II. In their desire to advance the science and quality of psychological assessment, together the Kaufmans have published eleven cognitive, achievement, and neuropsychological tests, including the popular first and second editions of the K-ABC, K-TEA, and K-BIT.

The significant contribution that Kaufman has made to the field with the publication of his numerous tests has had an effect not just in the United States, but worldwide. In fact, a psychologist in Germany (and a friend of Kaufman’s), Dr. Peter Melchers, once reminded Kaufman, “Don’t forget that the K-ABC is influential worldwide... You have a responsibility, not just to the U.S., but to the K-ABC worldwide.” Kaufman has taken that responsibility seriously, and now his K-ABC has been translated, adapted, and standardized in more than fifteen countries. The Kaufman tests in the United States and worldwide are just the tip of the iceberg in terms of how Kaufman’s professional work has influenced and continues to shape the fields of clinical assessment, school psychology, and

neuropsychology. He has authored or coauthored 17 texts and more than 150 articles in peer-reviewed professional journals, many of which continue to impact how and why professionals interpret various tests of cognitive ability the way they do.

It is difficult, if not impossible, to concisely summarize what Kaufman means to the fields of psychology, school psychology, and neuropsychology. His life and work have touched and continue to touch so many – some through his inspiring professional talks and insightful writing, others through his shaping of their professional lives as their teacher or mentor, and for most through his tests and related texts, which articulate his continually evolving conceptualizations of how to best understand assessment data as an “intelligent tester.” As a person on whom Kaufman’s influence has reached, I feel fortunate.

## 3

## Alan S. Kaufman: The Man and the Professional

JENNIE KAUFMAN SINGER

*California State University at Sacramento*

Growing up as somebody's daughter, it is sometimes hard to observe who your parent is, as a person in the world. However, as you grow up, and become an adult yourself, one can reflect back and see a more balanced picture of the person who raised you. My father is someone dedicated to his profession, to his students, to the idea that he could make a difference in the world. He was able to look at theories, statistical tables, and formulas, and to study children with learning disorders, and then somehow evaluate and synthesize the information in a unique way so that the field of intelligence would be forever enriched and changed for his having entered it.

He is a man capable of great love. He met his wife, Nadeen, when they were both teenagers. Their love would solidify over the years and transcend a number of life events that might have separated many others. They provided comfort to each other as life partners and intellectual collaboration as working partners. Their specialties and thought processes intertwined to create the long list of tests enumerated in this book. Nadeen worked with him and they processed their thoughts and ideas 24/7 in a thriving atmosphere for their creative and brilliant minds.

The idea of what is just, or justice, has been an important idea for my father. This idea, combined with the knowledge he has gained and synthesized in the field of IQ has led to many important accomplishments in the field of intelligence. He has brought the idea of theory, and in particular, of neuropsychological theory, to the field of intelligence testing. He has made the point that it is the clinician's judgment, and not a number, that should help define an individual's true potential. He has brought logic and statistical knowledge into the field so that random error, statistical error, and behavioral observations can carry the appropriate weight in assessing a person's abilities. His methods of analyzing subtest scatter along with clinical observations and other test information make sense both logically



and clinically. Mainly, when using his methodology, a clinician is taught to consider all variables including culture and immediate environment, which might impact a fair and appropriate assessment of the client's intelligence level.

Mentoring others has always been important for my father. He has spent many hours working with all levels of graduate students over the years. It has been his mission to help as many as possible complete their doctoral dissertations, and he has been instrumental in aiding many (including me) to getting their dissertations finally done. He has helped others to publish their work, and to develop their own ideas. He has been influential in training a new generation of test authors, such as some of the highly esteemed authors in this book. The act of teaching and helping someone to learn a concept has always given him satisfaction. Regardless of all of the tests and books that are an immense credit to him, the amount of teaching that he himself has done, along with the amount of learning he has facilitated through his many books, such as his "Intelligent Testing with the WISC" series, is one of his biggest accomplishments.

#### MY FATHER'S INFLUENCE ON ME

I always knew that my father was well-known in certain circles, but as a child I was not sure which circles those were. Certainly, he was not a television or movie star. When I entered graduate school to get my PhD in clinical psychology, I found out. I took a course in intelligence testing my second semester. Two of the three texts required were written by Alan S. Kaufman. My fellow students, who had already been in class with me for a semester, started asking me, "Hey, are you related to this guy?" When I replied that my father had written both the texts *Intelligent Testing with the WISC-R* and *Assessing Adolescent and Adult Intelligence*, the jig was up. All of my classmates looked at me with new eyes that belied the awe that a reference to my father would bring up. I would see that look in the years to come in conferences and at lectures.

For now, it meant that I had to read a few chapters ahead in the books and sometimes field questions on the phone: "What did your dad mean by this or that in Chapter 10?" I would be asked. I would tell the caller that I would think about it and then get back to them. I would put in a call to my father. "What did you mean by this or that in Chapter 10?" He always made time for me, even if he was famously writing a chapter in his head (he would see the entire chapter appear in his head and then would have to quickly get to a computer to type it out). He explained the concept in

detail, and I would call my friend back, and would explain it to them, word for word.

When it came time for me to write my dissertation, my father's advice kept me on track: Pick a topic that you can do quickly so that you can finish, analyze your data, and be done. He went through the huge, over 200-page document with a red pen. I have never known anyone, before or since, who has a better grasp of American Psychological Association (APA) style, grammar, or the best way to state something. He spent hours and hours helping me with what has to be the most painful rite of passage.

I went into clinical practice, but my father's passion for teaching and research had an influence on my idea of an "ideal career." I am now a university professor, and I teach and work on research projects. My field of criminal justice and forensic psychology is different than his, but I have given many of my father's (and mother's) tests, and have read and studied his books and methods. I have had the opportunity and luck to be able to discuss and debate his methodology with him personally, and can say that I have had personal tutoring by Dr. Alan Kaufman in the best way to give and interpret intelligence tests. I have taken full advantage of the opportunity of being the daughter of Alan S. Kaufman.