

Recent Publications:

Refereed articles	
2009	<p>Huang, L., Bardos, A.N., D'Amato, R.C. (2009). Identifying Students with Learning Disabilities: Composite Profile Analysis using the Cognitive Assessment System. <i>Journal of Psychoeducational Assessment</i>. April 2009, OnlineFirst, published on April 13, 2009 as doi: 10.1177 / 0734282909333057..</p> <p>The detection of cognitive patterns in children with learning disabilities (LD) has been a priority in the identification process. Subtest profile analysis from traditional cognitive assessment has drawn sharp criticism for inaccurate identification and weak connections to educational planning. Therefore, the purpose of this study is to use a new generation of cognitive tests with megacluster analysis to augment diagnosis and the instructional process. The Cognitive Assessment System uses a contemporary theoretical model in which composite scores, instead of subtest scores, are used for profile analysis. Ten core profiles from a regular education sample ($N = 1,692$) and 12 profiles from a sample of students with LD ($N = 367$) were found. The majority of the LD profiles were unique compared with profiles obtained from the general education sample. The implications of this study substantiate the usefulness of profile analysis on composite scores as a critical element in LD determination.</p>
2008	<p>Meier, S.T. , McDougal, J.L. & Bardos, A.N. (2008). Development of a change-sensitive outcome measure for children receiving counseling. <i>Canadian Journal of School Psychology</i>. Vol 23(2), 148-160.</p> <p>Contemporary testing standards place test purpose as the central focus during test development and subsequent use. This study describes the development of a measure for children designed explicitly to measure change resulting from psychosocial interventions. Parents completed the outcome measure for 896 elementary school-age children receiving psychotherapy interventions from community mental health agencies. Scales formed with change-sensitive items evidenced adequate reliability estimates and larger effect sizes than scales composed of the original item pool. When asked by stakeholders such as parents, principals, and school boards to investigate the effectiveness of provided interventions, school psychologists should consider the use of change-sensitive measures that are sensitive to small and moderately sized treatment effects.</p>
2006	<p>Davis, A. S., Bardos, A. N., & Woodward, K. M. (2006). Concurrent validity of the General Ability Measure for Adults (GAMA) with sudden-onset neurological impairment. <i>International Journal of Neuroscience</i>. 116, 1215-1221</p> <p>The General Ability Measure for Adults (GAMA; Naglieri & Bardos, 1997) is a nonverbal brief measure of cognitive ability. Brief measures of cognitive ability are important in the assessment of individuals with impaired or limited test-taking skills. A sample of 50 adults with sudden-onset neurological impairment was compared to a demographically matched control group. The neurologically</p>

	<p>impaired adults scored significantly lower ($t(98) = 6.2, p < .001$) on the GAMA than did the control group. The Kaufman Brief Intelligence Test (K-BIT; Kaufman & Kaufman, 1990) was also administered to the neurologically impaired group. The K-BIT scores correlated significantly with the GAMA Total IQ score (K-BIT IQ, $r = .59, p < .001$; Matrices, $r = .64, p < .001$; Vocabulary, $r = .30, p < .05$). The study's findings suggested that the GAMA can be used successfully as a screening measure of cognitive ability with individuals with neurological impairment using a nonverbal means that is not dependent on prior academic knowledge or linguistic ability.</p>
2005	<p>Johnson, J., Bardos, A.N., Tayebi, K.A.(2005). <i>Relationships between the cognitive assessment system and writing achievement in students with and without writing disabilities. American Journal of Psychological Research. Volume 1(1), 32-44</i></p> <p>The purpose of this study was to explore the relationships between the PASS model of intelligence and writing achievement in junior high students (aged 11-15 years) with and without written expression disabilities (as determined by school records and achievement testing). The PASS model of intelligence was operationalized as the Das-Naglieri: Cognitive Assessment System (CAS; 1997). Ninety-six students with ($n=48$) and without ($n=48$) written expression disabilities were administered the CAS and the writing subtests of the Wechsler Individual Achievement Test (WIAT; 1992). Pearson correlation coefficients were computed to explore the relationships between the two measures. Significant positive correlations were found between the Planning and Attention composites of the CAS and the WIAT writing scales for the students with writing disabilities. In contrast, the Simultaneous and Successive composites of the CAS had significant, positive correlations to writing achievement for the students without writing disabilities.</p>
2003	<p>Johnson, J., Bardos, A.N., Tayebi, K.A. (2003). Discriminant validity of the Cognitive Assessment System for Students with Written Expression Disabilities. <i>Journal of Psychoeducational Assessment, 21, 180-195.</i></p> <p>This study explored the PASS cognitive processing theory in junior high students (aged 11-15 years) with and without written expression disabilities. Ninety-six students with ($n = 48$) written expression disabilities were administered the Das-Naglieri: Cognitive Assessment System (DN:CAS; 1997) and the writing subtests of the Wechsler Individual Achievement Test (WIAT; 1992). Discriminant analyses were utilized to identify the DN:CAS subtests and composites that contributed to group differentiation. The Planning composite was found to be the most significant contributor among the four composite scores. Subsequent efficiency of classification analyses provided strong support for the validity of the obtained discriminant functions in that the four ND:CAS composite scale scores correctly identified 83% of the students as members of their respective groups.</p>
Book Chapters	
2009	<p>Bardos, A. N., Hak, K. (2009). The Basic Achievement Skills Inventory: Assessment and progress monitoring of student performance. In Naglieri, J.A. &</p>

	<p>Goldstein, S. .A practitioner’s guide to assessment of intelligence and achievement. New York, John Willey.</p> <p>Koehler-Hak, K., Bardos, A.N. (2009). Dynamic Indicators of Basic Early Litera Skills (DIBELS): General Outcomes Measurement for Prevention and Remediation of Early Reading Problems. In Naglieri, J.A. & Goldstein, S. practitioner’s guide to assessment of intelligence and achievement. Ne York, John Willey.</p>
PSYCHOLOGICAL & EDUCATIONAL TESTS	
In press-2011	McDougal, J., Bardos, A. N., & Meier, S (in press- Spring 2011). The Behavior Interve Monitoring Assessment System (BIMAS). Toronto, MHS, Inc.
2005	<p>Bardos, A.N. (2004). <i>Basic Achievement Skills Inventory (BASI) – Comprehensive</i>; Minneapolis, MN: Pearson Assessments.</p> <p>Bardos, A. N. (2004). <i>Basic Achievement Skills Inventory (BASI). – Survey Math & Ver Skills</i>: Minneapolis, MN: Pearson Assessments.</p>