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Neurocognitive Processes: Measurement, Connections to Academic Achievement and Clinical Applications

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Message from the Guest Editor

First, some researchers have argued that the relationship between intelligence and academic achievement may have been confounded by the fact that popular intelligence batteries include measures of vocabulary and mathematics in the estimation of an IQ score, which are too close to the outcome measures they aim to predict, thus creating a vicious circle. In addition, we do not know if academic achievement and neurocognitive processes are reciprocally related. A second issue that remains unclear is the influence of culture and race on these cognitive processes. Naglieri et al. (2005) have argued that the Cognitive Assessment System (the battery of tasks used to operationalize PASS processes) is culturally fair and allows us to measure students' cognitive processes that are not confounded by their language skills. However, again, little work has been conducted in this area. Finally, the clinical applications of using CAS (particularly in identifying interesting profiles of students) remain understudied. Thus, the overall goal of this Special Issue is to shed light on the PASS theory of intelligence and its clinical applications.