



The Woodcock-Muñoz Foundation

# RESEARCH BRIEF

## DOCTORAL DISSERTATION ABSTRACT

**SOCIAL COMPETENCE AND COGNITIVE  
ABILITY WITH THE CATTELL-HORN-  
CARROLL THEORY OF INTELLIGENCE: AN  
EXPLORATORY STUDY OF STUDENTS IN AN  
EMOTIONAL AND BEHAVIORAL SUPPORT  
APPROVED PRIVATE SCHOOL SETTING**

Emily A. McKenna-Mattson  
*Temple University*

The Woodcock-Muñoz Foundation (WMF) is a private non-profit operating foundation that supports the advancement of contemporary cognitive assessment practices. The Doctoral Dissertation Abstract Project is part of the Foundation's efforts to disseminate research findings that bridge the theory-to-practice gap in cognitive assessment.

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## **Abstract**

The Cattell-Horn-Carroll (CHC) theory of intelligence has emerged as an empirically-sound multiple intelligence theory that is useful in its application to psychoeducational assessments. This study examined the relationship between social competence [as measured behaviorally by the Child and Adolescent Functional Assessment Scale (CAFAS)], and specific factors of cognitive functioning within CHC theory. Files (n=125) were examined from an approved private school that primarily educates students with emotional and behavioral disorders. The approved private school used in the study was designated as such by the state department of education and provides comprehensive specially designed instruction and related services that cannot be provided in a public school setting.

The participants ranged in age from five to 19; the majority of whom were male (79%) and had DSM-IV diagnoses (86.4%). Pearson correlation analysis indicated that processing speed (Gs) was significantly related to home role performance, behavior towards others, and moods/emotions; indicating that students with lower Gs had higher levels of maladjustment in terms of social competence. Additionally, higher ages correlated with lower scores in the areas of crystallized ability (Gc), visual processing (Gv), and Gs. No statistically significant findings were found between any of the cognitive areas (Gc, Gv, or Gs) and gender. With one minor exception, in which Gs failed to reach significance for home role performance, multiple regression analysis results were identical to the Pearson correlations.

A set of assessment guidelines was created and further implications for psychoeducational applications are discussed.

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