



The Woodcock-Muñoz Foundation

# RESEARCH BRIEF

## DOCTORAL DISSERTATION ABSTRACT

### RELATIONSHIPS AMONG CATTELL-HORN-CARROLL (CHC) FACTORS OF COGNITIVE ABILITIES AND GRADES IN HIGH SCHOOL STUDENTS WITH LEARNING DISABILITIES

Erin Mary McLaughlin  
*Temple University*

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## **Abstract**

The purpose of the study was to determine what relationships exist between CHC factors of cognitive abilities and high school grades, college grade point average (GPA), and SAT scores. Thirty subjects, who were 16 to 18 years old and classified as learning disabled, were used in this study. Spearman correlational analyses did not demonstrate significant correlations among CHC factors of cognitive abilities and high school grades. Multiple regressions did not demonstrate significant predictors. Significant relationships were not found between CHC factors and college GPA. Significant correlations were found among auditory processing and crystallized ability and Verbal scores on the SATs. Crystallized intelligence scores were the strongest predictors of Verbal SAT scores. Significant correlations were found among fluid reasoning, visual processing, and crystallized intelligence scores and Math scores on the SATs. A negative processing speed score was the strongest predictor of Math SAT scores. Limitations to the study and areas of future research are discussed.

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