Understanding the WISC-V Working Memory Index: A Method to Understanding Your Child's Attention and Processing Difficulties

Does your child seem to struggle with following multi-step instructions, remembering information, or staying focused on tasks? Do they seem to struggle with holding information in mind while actively working with it, or require help with attending to details? A good method to understanding your child's attention and processing struggles would be a comprehensive cognitive evaluation, specifically a neuropsychological evaluation at South County Child and Family Consultants. This evaluation would provide valuable insights into your child's cognitive strengths and weaknesses through the Working Memory Index, an important component in a neuropsychological evaluation.

A key assessment used in neuropsychological evaluations is the Wechsler Intelligence Scale for Children—5th Edition (WISC-V). This assessment measures various cognitive skills to identify your child's learning style. The Working Memory Index (WMI), a WISC-V component, assesses their ability to hold and

manipulate information in mind, both verbal and visual. It measures skills like attention, short-term memory, and processing speed, showing how your child manages and uses information in real-time. Working Memory Index subtests, Digit Span and Picture Span, reveal the child's capacity to retain and work with auditory and visual information. For more on Working Memory Index subtest administration, edpsyched.com is a valuable resource.

What is the WISC-V Working Memory Index?

Working Memory Index subtests, Digit Span and Picture Span, evaluate a child's ability to:

- Maintain verbal and visual information in active attention.
- Manipulate auditory and visual information.
- Process information according to task demands.
- Keep information active in immediate memory.
- Encode and maintain verbal and visual information in primary memory.
- Spotlight attention on relevant stimuli and ignore irrelevant information.
- Register, maintain, and adapt visual and auditory information.
- Retain a sequence of spoken directions.
- Attend to auditory and visual details and sustain concentration.

What High Working Memory Index Scores Mean

Children with high Working Memory Index scores often demonstrate strong attention and processing abilities. They typically:

- Exhibit a strong ability to hold and manipulate information in mind.
- Demonstrate excellent ability to follow complex directions.

- Are proficient in tasks involving simultaneous processing.
- Effectively maintain focus and concentration.
- Demonstrate strong ability to resequence information mentally.
- Quickly encode and retrieve information in immediate awareness.
- Utilize strong cognitive control and attention.
- Exhibit the ability to quickly and accurately process auditory and visual input.

What Low Working Memory Index Scores Mean

Lower Working Memory Index scores can indicate various challenges, including:

- Difficulty holding information in mind while actively working with it.
- Problems following multi-step instructions.
- Challenges in tasks involving simultaneous processing.
- Lower capacity for paying attention and focusing.
- Difficulties with remembering sequences of information.
- Struggles with accessing background information during tasks.
- Potential difficulty with higher level math, and complex writing tasks.
- Possible difficulty with remembering and applying recently learned information.

Understanding a low Working Memory Index score allows for targeted educational support focused on strengthening attention, memory, and information processing skills.

Neuropsychological Evaluations: Answers and Support

For a neuropsychological evaluation, including the WISC-V and Working Memory Index, South County Child and Family Consultants in Wakefield, Rhode Island, provides expert assessments. At SCCFC we specialize in ADHD evaluations and

understanding learning differences. Contact South County Child and Family Consultants at 401-789-1553 or evals@sccfc.net for more information.