

# Cross Battery Assessments: Implementation and Reflections

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# Topics

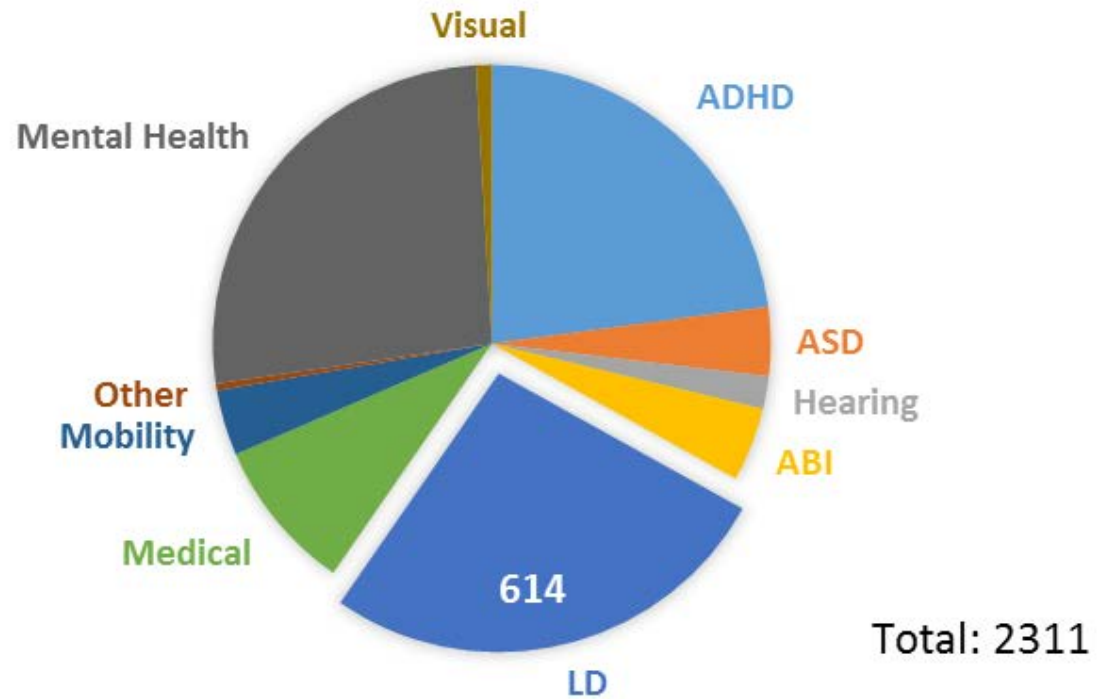
- Background
- Motivation
- First Decision
- XBA Approach – Constraints in the University Setting
- Implementation
- Reflections
- XBA Profiles
- Discussion

# Background

## Who we are, what we do

- [PMC guidelines](#)

### PMC REGISTRATIONS 2015-2016



# Motivation

- LD documentation issues...
- “A comprehensive, up-to-date diagnostic assessment is essential for the provision of requisite supports, services, programs and accommodations for students with learning disabilities” ([Learning Opportunities Task Force, 1997-2002](#))
- Cost, funding
- Professional development
- Opportunity!

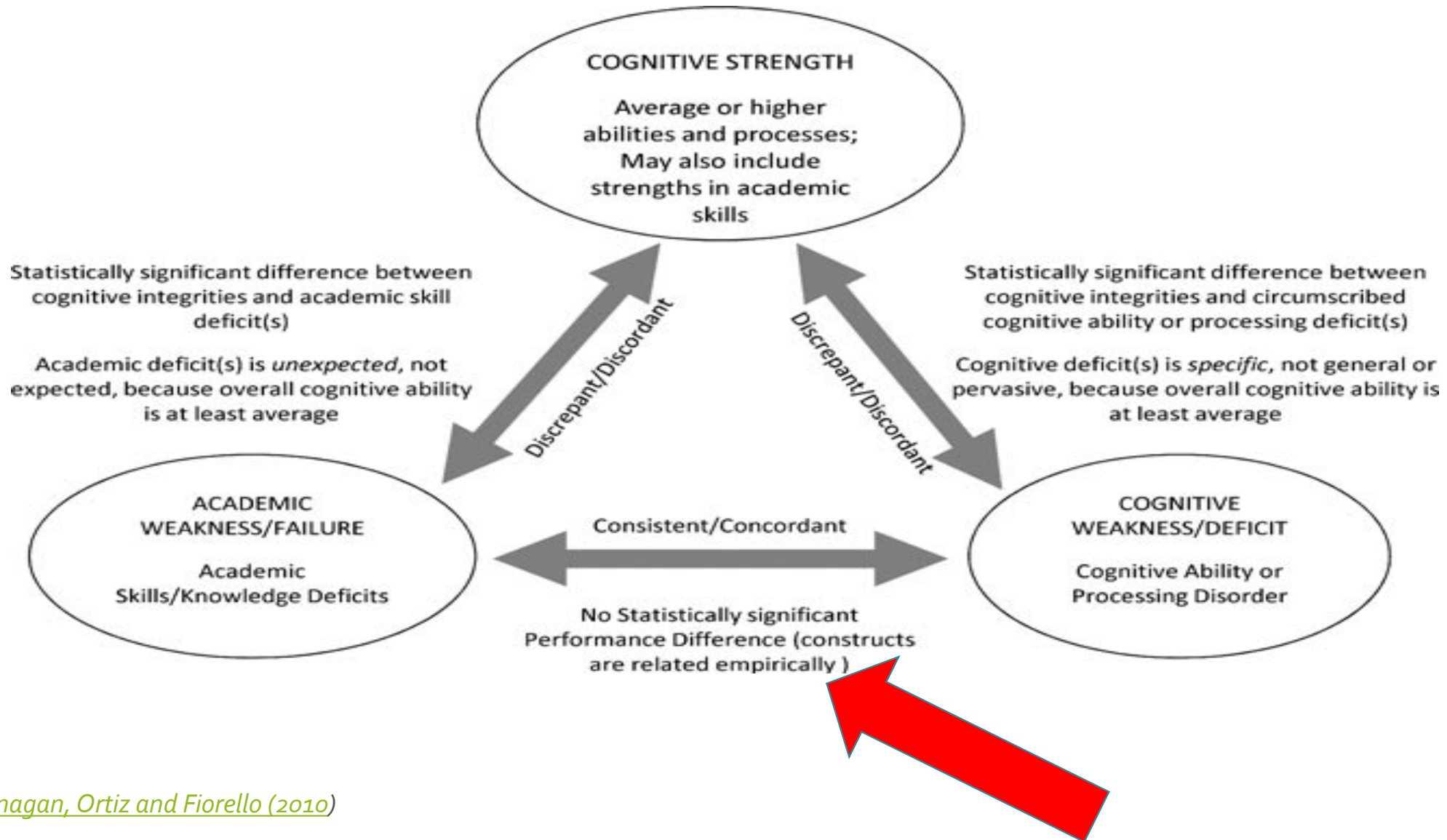
## First Decision

Need "...a consistent, evidence-based approach to LD Diagnosis" (e.g. [Harrison & Holmes, 2012](#))

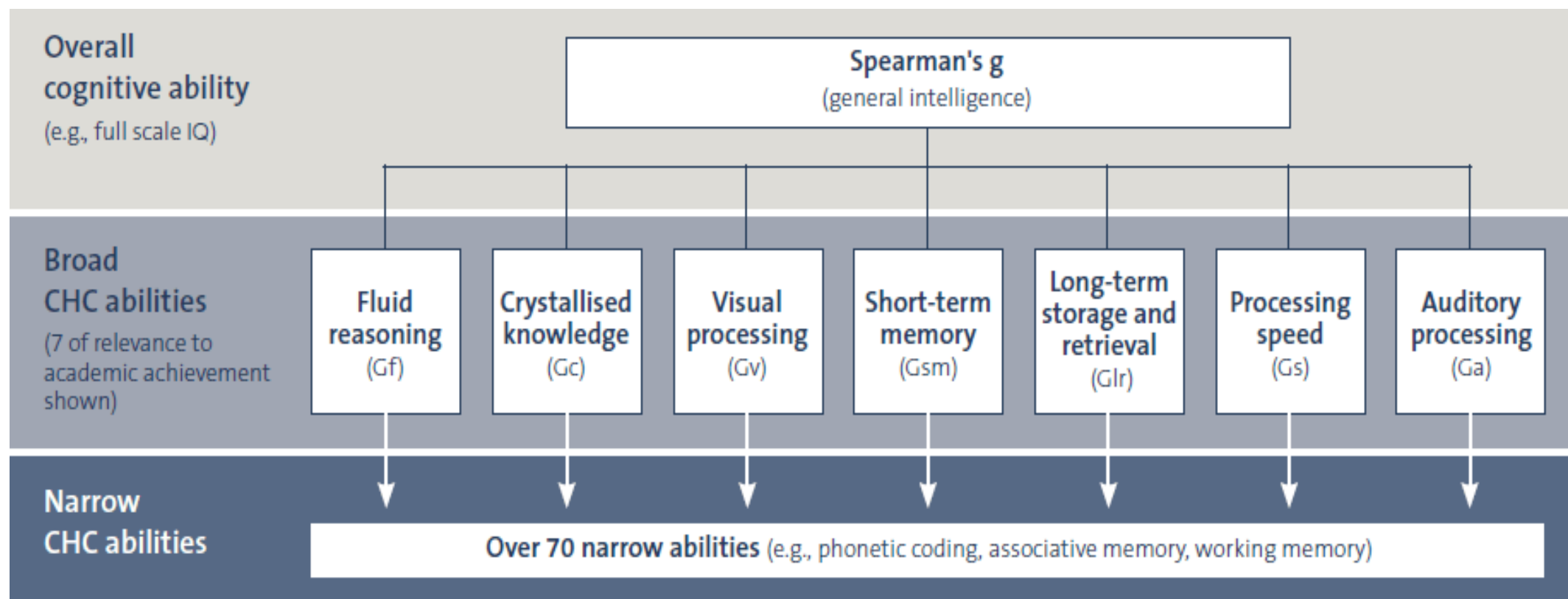
- IQ-Achievement Discrepancy Model
- Academic Impairment Model (RTI)
- 3-Component Combined Model (e.g. [LDAC, 2002](#))
  - Cross-Battery Assessment Model ([Flanagan, Fiorello & Ortiz, 2010](#); [Flanagan, Ortiz & Alfonso, 2013](#))

# Cross-Battery Assessment (XBA) Model

## Levels of Evaluation



# Cross-Battery Assessment (XBA) Model: Based on CHC theory



## XBA Approach: Constraints in the University Setting

- Unable to corroborate findings through a convergence of multiple data sources
- University students are expected to have already acquired basic academic skills. Many have developed compensatory strategies.
- Fewer standardized measures, especially for academic skills. How do we quantify university-level work?
- Some tests may be measuring the impact of having grown up with an LD in addition to actually having an LD
- Influence of other life events, experience
- More likely to have a co-morbid condition



# Implementation

- Preliminary research and development
- Choosing batteries and subtests
- Practice
- Time frame
- Referrals

# The A-Team



# Reflections

- Very steep learning curve
- Time commitment
- Constraints of regular job commitments
- Access to resources (startup and ongoing)
- Administrative complexities
- Control over referrals
- Flexibility of process
- Quality of assessment relationship
- Team approach
- Benefits of the XBA model

# XBA Profiles

- Presentation of one or more student XBA profiles

# Discussion

# References

- Flanagan, D.P., Fiorello, C.A. & Ortiz, S.O. (2010). Enhancing practice through application of Cattell-Horn-Carroll theory and research: A “third-method” approach to Specific Learning Disability identification. *Psychology in the Schools, 47*(7) 739-760.
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