Cross Battery Assessments: Implementation and Reflections

Laura Brawn & Boris Vukovic
Paul Menton Centre, Carleton University
Topics

- Background
- Motivation
- First Decision
- XBA Approach – Constraints in the University Setting
- Implementation
- Reflections
- XBA Profiles
- Discussion
Who we are, what we do

- PMC guidelines

PMC REGISTRATIONS 2015-2016

Total: 2311
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!
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

Flanagan, Ortiz and Fiorello (2010)
Cross-Battery Assessment (XBA) Model: Based on CHC theory

- Overall cognitive ability (e.g., full scale IQ)
  - Spearman's g (general intelligence)

  - Broad CHC abilities (7 of relevance to academic achievement shown)
    - Fluid reasoning (Gf)
    - Crystallised knowledge (Gc)
    - Visual processing (Gv)
    - Short-term memory (Gsm)
    - Long-term storage and retrieval (Glr)
    - Processing speed (Gs)
    - Auditory processing (Ga)

- Narrow CHC abilities
  - Over 70 narrow abilities (e.g., phonetic coding, associative memory, working memory)
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

I PITY THE FOOL
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


Contact

- Laura Brawn, laura.brawn@carleton.ca
- Boris Vukovic, boris.vukovic@carleton.ca
- Paul Menton Centre
- Carleton University
  - carleton.ca/pmc