

2022-2023 ROVINSKY FAMILY LECTURESHIP SERIES



Wednesday, March 15, 2023 | 12:00 – 1:00 PM | Live Webinar

MULTICULTURAL ASSESSMENT: USING THE CROSS-BATTERY APPROACH

Lauren Webb, PsyD

PROGRAM DESCRIPTION:

This presentation will review the importance of the cross-battery approach for the identification of a specific learning disability, particularly for multilingual learners. School psychologists continue to serve a diverse group of students with a variety of needs. Studies have shown that the Ability-Achievement Discrepancy Model is flawed and presents as problematic for identifying students with a specific learning disability who have a diverse background. Researchers, practitioners, and clinicians have transformed the practice of crossing batteries into a method that is both psychometrically and theoretically defensible when identifying a specific learning disability. This integrated approach will give individuals the tools to advocate, support, and program for all students. The presenter will use the clinical and empirical literature as well as knowledge in this area to inform guidelines for best practice.

EDUCATIONAL OBJECTIVES

Based on the presentation, the participants will be able to:

- Apply the material to direct practice when assessing for a specific learning disability in diverse school populations
- Demonstrate understanding of the ability discrepancy model and differentiate this method from the cross-battery approach when analyzing data in the context of a specific learning disability
- Discuss and critique the theoretical approaches underlying the identification of a specific learning disability

SUGGESTED READINGS

Flanagan, D. P., Ortiz, S. O., & Alfonso, V. C. (2013). *Essentials of Cross-battery Assessment* (2nd ed.). John Wiley & Sons.

Flanagan, D. (2012). An overview of the cross-battery method of assessment and interpretation assessment and hypothesis testing for intervention planning. St. John's University and Yale Child Study Center, Yale University School of Medicine <http://www.masp.mb.ca/wp-content/uploads/Canada-xba-FLANAGAN-handout-22.pdf>

Flanagan, D. (2021, May 11). *Dual discrepancy/consistency (DD/C) pattern of strengths and weaknesses method* [Webinar]. New Jersey Association of School Psychologists. [http://www.njasp.org/resources/Conferences/Spring%202021/Flanagan/NJASP%20DDC_5.14.21_Handout%20\(1\).pdf](http://www.njasp.org/resources/Conferences/Spring%202021/Flanagan/NJASP%20DDC_5.14.21_Handout%20(1).pdf)

McGrew, K. (2014). *WJIV Tests of Cognitive Ability: Overview of GIA and CHC Factor Clusters, new and revised tests, and select data analysis result* [Workshop]. Institute of Applied Psychometrics <http://www.slideshare.net/iapsych/wj-iv-nasp-2014-workshop-cognitive-and-oral-language-batteries-by-dr-kevin-mcgreww>

Miller, D. C. (2013). *Essentials of school neuropsychological assessment* (2nd ed.). Wiley.

ABOUT THE PRESENTER

Lauren Webb, PsyD is a practicing school psychologist in Bucks County, PA and has worked with an array of students over her ten year career. Dr. Webb began her journey to becoming a school psychologist in the correctional field while working with young inmates who needed to earn their high school diplomas. During that time, she began to observe the learning, emotional, and behavioral challenges that can hinder the progress of an individual. It was then that she decided to take a more proactive approach and explore the field of school psychology. Since that time, she has been an advocate for the students she serves while teaching as an adjunct professor at the Philadelphia College of Osteopathic Medicine. Dr. Webb's professional interests include multicultural assessment, socio-emotional learning/program development, and working with community agencies for the betterment of students.

Target Audience: Doctoral Level

Psychologists and Other Mental Health Professionals

Level of Instruction: Intermediate

Number of CE Credits Offered: 1 CE credit

Cost: \$15



CRITERIA FOR EARNING CE

Full attendance is required to receive CE credit for each session. No partial credits are available. All participants must sign an attestation regarding attendance and indicate the type of CE credit they require through a link which will be provided following the session. At the conclusion of each session participants will be provided an additional link to complete an evaluation survey; we request that you take a few minutes to anonymously provide feedback.



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Further Information about the Refund/Cancellation Policy and any other questions may be obtained by contacting Katie Garson, M.S.Ed., Coordinator of Continuing Education at katiega@pcom.edu.

