Working Memory: The Concurrent Validity of the Behavior Rating Inventory of Executive Function and the Relationship Between Parent and Teacher Ratings and Performance-Based Measures

Ray M. Milke
Indiana University of Pennsylvania

Follow this and additional works at: https://knowledge.library.iup.edu/etd

Recommended Citation
https://knowledge.library.iup.edu/etd/932

This Dissertation is brought to you for free and open access by Knowledge Repository @ IUP. It has been accepted for inclusion in Theses and Dissertations (All) by an authorized administrator of Knowledge Repository @ IUP. For more information, please contact sara.parme@iup.edu.
STUDENT HAS RESTRICTED ACCESS TO FULL TEXT OF THE DISSERTATION.

ONLY COVER PAGES AND ABSTRACT ARE AVAILABLE AT THIS TIME
WORKING MEMORY: THE CONCURRENT VALIDITY OF
THE BEHAVIOR RATING INVENTORY OF EXECUTIVE
FUNCTION AND THE RELATIONSHIP BETWEEN PARENT
AND TEACHER RATINGS AND PERFORMANCE-BASED MEASURES

A Dissertation
Submitted to the School of Graduate Studies and Research
in Partial Fulfillment of the
Requirements for the Degree
Doctor of Education

Ray M. Milke
Indiana University of Pennsylvania
December 2014
Indiana University of Pennsylvania  
School of Graduate Studies and Research  
Department of Educational and School Psychology  

We hereby approve the dissertation of  

Ray M. Milke  

Candidate for the degree of Doctor of Education  

___________________  
Mark Staszkiewicz, D.Ed.  
Professor of Educational and School Psychology, Advisor  

___________________  
Joseph F. Kovaleski, D.Ed.  
Professor of Educational and School Psychology  

___________________  
Lynanne Black, Ph.D.  
Associate Professor of Educational and School Psychology  

___________________  
John M. Garruto, D.Ed.  
Adjunct Professor, SUNY Oswego  

ACCEPTED  

___________________  
Timothy P. Mack, Ph.D.  
Dean  
School of Graduate Studies and Research
Title: Working Memory: The Concurrent Validity of the Behavior Rating Inventory of Executive Function and the Relationship Between Parent and Teacher Ratings and Performance-Based Measures

Author: Ray M. Milke

Dissertation Chair: Dr. Mark Staszkiewicz

Dissertation Committee Members: Dr. Joseph F. Kovaleski
Dr. Lynanne Black
Dr. John M. Garruto

The primary purposes of this study were to investigate the concurrent validity of the Behavior Rating Inventory of Executive Function (BRIEF) with respect to the Woodcock-Johnson III Tests of Cognitive Abilities (WJ-III Cog), examine both teacher and parent ratings of working memory of at-risk students, and investigate parent and teacher differences in the ratings of male and female students. More specifically, this study examined whether the BRIEF rating scale can capture and accurately assess the complex cognitive processes of working memory and yield similar results to the established and accepted paradigm of working memory assessment utilized by the Working Memory Cluster of the WJ-III Cog. The results suggest that parents and teachers were inconsistent and rather dissimilar in their ratings, reflecting a lack of agreement of the level of impairment demonstrated by the students. The results are consistent with various studies that have demonstrated that
the BRIEF assesses different constructs than that of performance-based measures (Anderson et al., 2002; Bakar et al., 2011; Bodnar et al., 2007; Conklin et al. 2008; Mahone et al., 2002; McAuley et al., 2010; Rosenthal et al., 2005; Toplak, et al., 2013; Vriezen & Pigott, 2002) and that these results appear to be true for both parents and teachers ratings. Until we have a better understanding of the specific constructs measured by the BRIEF, caution should be exercised when interpreting the results garnered from this instrument.