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

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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
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Requirements for the Degree
Doctor of Education

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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.