DESCRIPTION

The Cross-Battery Assessment Software System (X-BASS) 2.0 allows school psychologists and other assessment professionals access to efficient, expert analysis of cross-battery assessment findings. It integrates the Cross-Battery Assessment Data Management and Interpretive Assistant, Pattern of Strengths and Weaknesses Analyzer, and Culture-Language Interpretive Matrix into a single program, covering the latest revisions of major batteries, including the new WISC®-V, WJ IV®, KTEA™-3, ChAMP, UNIT-2, RIAS-2, FAR, FAM, WISC®-V Integrated, WJIV-IV ECAD, CELF®-5, CTOPP-2, CAS2, and over 125 psychological batteries and 1,000 subtests, all classified according to CHC theory. Preprogrammed formulas conduct the analyses and display the results within the context of CHC theory, and allow you to customize the parameters to answer specific questions. Compatible with Windows and Mac OS X, the internal database, single-instance data entry, automatic and integrated summary graphing, guided PSW analysis, and much more make X-BASS an essential one-stop within-battery and Cross-Battery Assessment solution.

The Cross-Battery Assessment approach allows you to measure reliably a wider or more selective, in-depth range of cognitive abilities and processes and academic achievement than any single battery can measure. It provides the theoretical and psychometric foundation that permits accurate derivation of meaning from test scores, in full alignment with the most recent versions of the major batteries.

• Interpret and present cross-battery assessment findings efficiently and accurately

• Target analysis to answer specific questions for SLD evaluations

• Analyze empirical cognitive/academic relationships beyond relative magnitude of test scores
Customize referral-relevant batteries by selecting from the X-BASS database of hundreds of cognitive, achievement, neuropsychological, and speech-language subtests.

The Cross-Battery Assessment Software System (X-BASS) 2.0 gives you the accurate analysis you need, with the flexibility you want. 2.0 updates include:

Updated with 7 major new batteries, 80+ new subtests bringing X-BASS fully up to date with existing and popular tests in use today and provides greater functionality with a wider range of tests than ever before. Now includes Child and Adolescent Memory Profile (ChAMP), Universal Nonverbal Intelligence Test-Second Edition (UNIT-2), Reynolds Intellectual Assessment Scales-Second Edition (RIAS-2), Feifer Assessment of Reading (FAR), Feifer Assessment of Math (FAM), Wechsler Intelligence Scale for Children-Fifth Edition; Integrated (WISC-V Integrated), and Woodcock-Johnson IV Early Cognitive and Academic Development (WJ IV ECAD)

New clinical clusters on the WISC-V tab provide extended assessment capabilities so evaluators can examine a wider and more in depth range of cognitive constructs than are measured by the primary subtests and indexes on the WISC-V. These clusters provide the practitioner with greater flexibility in WISC-V use and interpretation.

Interpretive Summary Report tab performs an automatic analysis to determine the best global ability score for individuals who are English learners as well as those up are referred for SLD or ID evaluations. The summary report includes score tables, interpretive statements, and recommendations for follow up assessment. The report may be printed for easy inclusion with any other standard report.

Now runs in three modes providing different levels of help and guidance from "Beginner," to "Intermediate," to "Advanced." The Beginner mode provides guidance and assistance via pop-up messages. For users with more experience, the "Intermediate" mode suppresses most messages and displays only the typical informational, confirmational, and critical messages (those requiring user input to continue). "Advanced" mode suppresses nearly all messages and will only display those that require user input to continue program operation, pertain to interpretation of the PSW analysis, or are necessary to prevent accidental data deletion.

More help. Each tab now includes buttons for "Tab Help" and "Next Step," including step-by-step instruction on carrying out the activities to complete each tab. The "Next Step" button directs users to the logical next step and process for moving to the next task.

 ABOUT THE AUTHOR

Samuel O. Ortiz, PhD, is Professor of Psychology and former Director of the School Psychology Program at St. John's University, Queens, New York. He earned his Ph.D. in Clinical Psychology from the University of Southern California and completed postdoctoral training in Bilingual School Psychology at San Diego State University where he also obtained certification as a school
psychologist. In addition, he has served as Visiting Professor and Research Fellow at Nagoya University in Japan and was recently elected Vice President for Professional Affairs of Division 16 of APA beginning Jan. 2003. Dr. Ortiz trains and consults nationally and internationally on topics ranging from nondiscriminatory assessment to contemporary evaluation of learning disabilities. He combines practical and research based experience with specialized education and training in working with culturally and linguistically diverse children and parents. Dr. Ortiz is bilingual (Spanish) and bicultural (Puerto Rican).

**Dawn P. Flanagan, PhD**, is Professor of Psychology at St. John’s University and Clinical Assistant Professor of Psychology at Yale Child Study Center, Yale University School of Medicine. She serves as an expert witness, learning disabilities consultant, and psychoeducational test/measurement consultant and trainer for national and international organizations. Dr. Flanagan is an author of numerous publications and best known for her development of the Cross-Battery Assessment approach and the development of an operational definition of specific learning disability.

**Vincent C. Alfonso, PhD**, is the Dean of School of Education at Gonzaga University. He is the past president of Division 16 (School Psychology) of the American Psychological Association, fellow of Divisions 16 and 5 of the APA, and a certified school psychologist and licensed psychologist. He has been providing psychoeducational services to individuals across the lifespan for more than 20 years. He is the co-editor with Dawn Flanagan of *Essentials of Specific Learning Disability Identification*, and co-author of *Essentials of Cross-Battery Assessment*, Third Edition.

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