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PARENT CONNECTION

Understanding Your Child's Psychoeducational Assessment Report

With Orit Goldhamer, PsyD
April 9, 2013



Our Guest:



Orit Goldhamer, Psy.D., a child, adolescent, and young adult NYS Licensed Psychologist in NYC, provides psychotherapy and psychoeducational testing as a private practitioner. She also is the Middle School Psychologist at The Churchill School and Center, is an adjunct Professor at Manhattanville College and adjunct Supervisor at Ferkauf Graduate School of Psychology at Yeshiva University. Dr. Goldhamer consults with other special education schools in Manhattan, providing workshops for students and parents. She received her doctorate degree at Ferkauf in School and Clinical Psychology. She also worked in the Speech, Language, Learning and Hearing Department of the NYC International Center for the Disabled and as the Crisis Residence and Residential Treatment Facility psychologist at the Children's Village in Dobbs Ferry, NY.

Overview of the Session

- Reasons for assessment
- Components of a Psychoeducational Evaluation
- Understanding test scores
- Following up on recommendations
- Questions



Session Goals:

You've had a comprehensive evaluation of your child's functioning....now what?! In this webinar, we will review the different areas of a typical psychoeducational assessment report.

The goal is to help parents understand the different areas assessed, including cognitive, academic, language, executive processes, and social-emotional functioning.

Additionally, we will discuss how to digest and use the information that is provided to help your child.



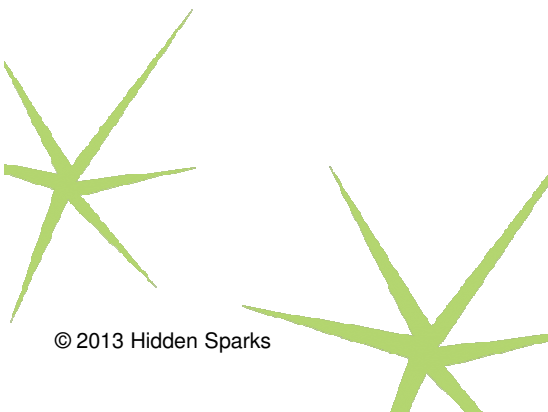
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Reasons for assessment



- Do you have a “feeling” that something is not right?
- Has a teacher pointed out a concern in one or more area?
- Has your child demonstrated difficulties with: learning, language, attention, memory or behavior?
- Does your child have a history of developmental delays or neurological difficulties?



Reasons for assessment

- Has your child been exposed to toxins (e.g. lead poisoning) or had a traumatic brain injury?
- Is there a large discrepancy between your child's potential/effort and how they are performing in school?
- Do you suspect that your child is gifted?
- Have you ruled out environmental causes for concerns?



What will an assessment report tell me about my child?



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What are some benefits and drawbacks?

PRO



CON



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Understanding the process

- Initial contact- typically by phone
- Intake session(s)
- Testing sessions
- Data retrieval from multiple sources
- Data scoring and analysis
- Feedback session(s)
- Report



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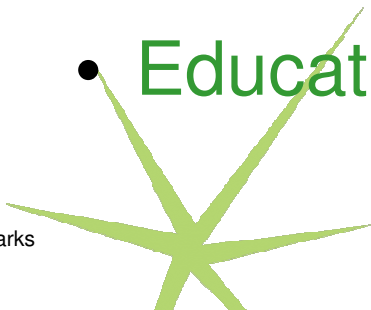


Components of a Psychoeducational report

- Reason for the referral
- Historical information
- Behavior observations
- Measures utilized
- Previous testing (if applicable and available)
- Cognitive abilities (“intelligence”)
- Academic functioning
- Social-emotional functioning
- Other domains generally included: language, memory, attention, executive functioning, visual-motor, adaptive behavior.

Understanding the components

- Reason for the referral
 - Describes the presenting concerns
- Historical information-Background information
 - Pregnancy and birth information, if available
 - Infant development and milestone timeline
 - Medical and family history
 - Educational history



Understanding the components, ctd.

- Behavior observations
 - Describes what was observed during the testing process
- Previous testing (if applicable and available)
 - Summary of past assessments



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Examples of common measures

Cognitive Measures

Wechsler Preschool and Primary Scale of Intelligence-Fourth Edition (WPPSI-IV)
Wechsler Intelligence Scale for Children, Fourth Edition (WISC-IV)
Wechsler Individual Achievement Test-Third Edition (WIAT-III)
Wechsler Adult Intelligence Scale, Fourth Edition (WAIS-IV)
Woodcock-Johnson, Tests of Cognitive Abilities, Third Edition (WJ-III)
Stanford-Binet Intelligence Scale-V
Differential Ability Scales, Second Edition (DAS-II)
Cognitive Assessment System (CAS)

Academic Batteries and Specific Tests
Wechsler Individual Achievement Test, Third Edition (WIAT-III)
Nelson-Denny Reading Test
Woodcock-Johnson, Tests of Achievement, Third Edition (WJ-III)
Test of Written Language, Fourth Edition (TOWL-4)
California Verbal Learning Test, Second Edition (CVLT-II)
Woodcock Reading Mastery Test
Gray Oral Reading Test, Fifth Edition (GORT-V)
Gray Silent Reading Test (GSRT)
Peabody Individual Achievement Test-Revised-Normative Update (PIAT-R/NU)
Wide Range Achievement Test, Fourth Edition (WRAT-4)
Key Math Diagnostic Assessment, Third Edition

Neuropsychological tests (Executive Functioning, Attention, etc)

Continuous Performance Test-II (CPT-II)
Wide Range Assessment of Memory and Learning, Second Edition (WRAML2)
NEPSY-II
Delis-Kaplan Executive Function System (DKEFS)
Wisconsin Card Sorting Test
Wechsler Memory Scale, Fourth Edition (WMS-IV)
Children's Memory Scale (CMS)

Visual Motor

Rey Complex Figure Test
The Beery-Buktenica Developmental Test of Visual-Motor Integration, 6th Edition (Beery VMI)
Bender Visual-Motor Gestalt Test, Second Edition (Bender-Gestalt II)

Language

Clinical Evaluation of Language Fundamentals, Fourth Edition (CELF-4)
Comprehensive Test of Phonological Processing (CTOPP)
Receptive and Expressive One-Word Picture Vocabulary Tests, Fourth Edition (EOWPVT-4, ROWPVT-4)
Comprehensive Assessment of Spoken Language
Test of Pragmatic Language, Second Edition
California Verbal Learning Test, Second Edition

Social-Emotional

Sentence Completion Test
Projective Drawings
Thematic Apperception Test
Roberts Apperception Test
Rorschach

Parent, Teacher and Self Rating Scales-Behavioral, Emotional, Social, Adaptive Behavior, Autism Spectrum

Behavior Assessment System for Children-Second Edition (BASC-2)
Behavior Rating Inventory of Executive Function (BRIEF)
Conners' 3
Vineland Adaptive Behavior Scales-II
Adaptive Behavior Assessment System-II
Children's Depression Inventory-II
Revised Children's Manifest Anxiety Scale
Gilliam Autism Rating Scale, Second Edition
Childhood Autism Rating Scale, Second Edition

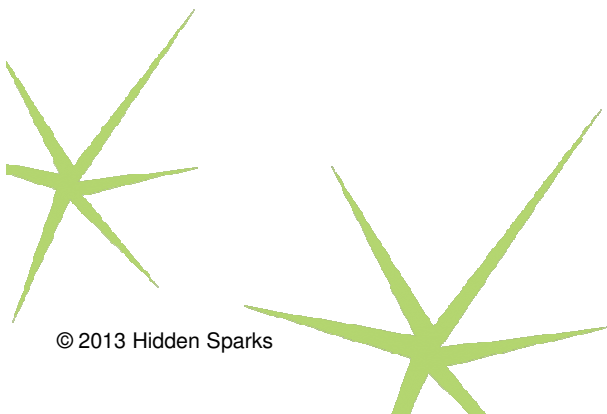
Understanding the components, ctd.

- Cognitive abilities
 - What is this construct we call intelligence?
 - Insight into a child's strengths and weaknesses with problem-solving, acquisition of verbal knowledge, ability to reason verbally and visually, ability to process information quickly, ability to hold and manipulate auditory information, etc.
 - What other types of intelligence does your child have strengths in?



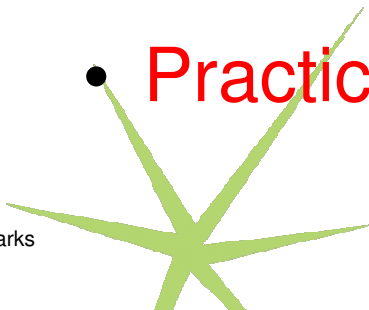
Understanding the components, ctd.

- **Academic functioning**
 - Describes what academic skills and content your child has mastered and what areas they are behind
 - Core content areas:
 - Reading
 - Writing/Spelling
 - Math



Understanding the components, ctd.

- **Social-emotional functioning**
 - Describes your child's:
 - Relationships with peers and adults
 - Typical mood and underlying emotions that are impacting behavior
 - Positive and negative coping skills
- **Adaptive behavior**
 - **Conceptual skills**
 - **Social skills**
 - **Practical skills**



Understanding the components, ctd.

- **Language**
 - Expressive language skills-output
 - Receptive language skills-input
 - Phonological processing
 - Pragmatic language skills



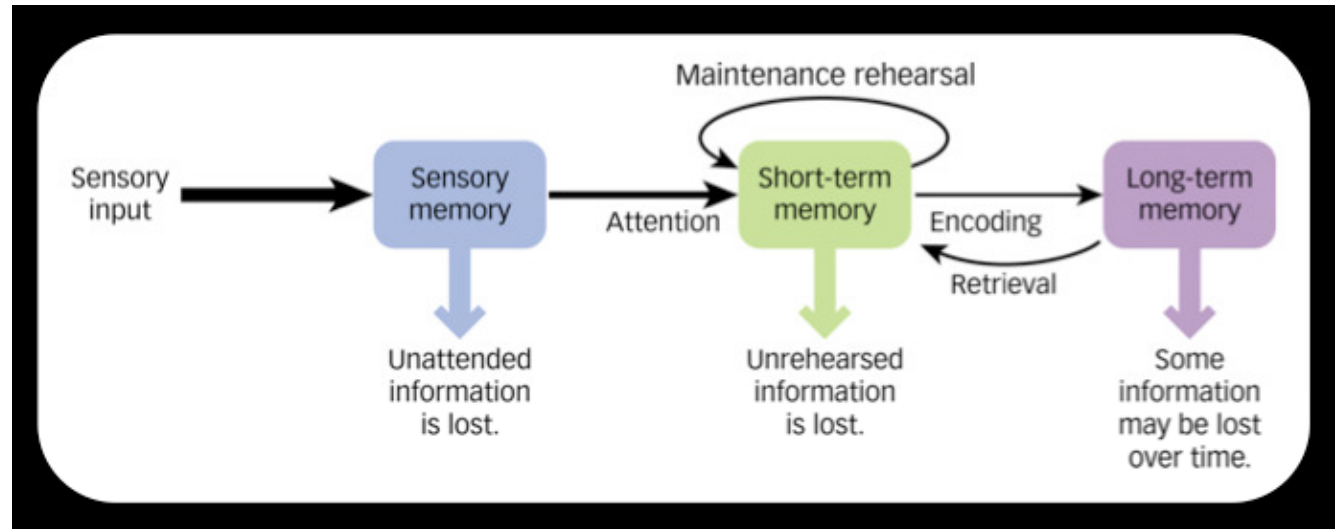
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Understanding the components, ctd.

- **Memory**

- Long-term
- Short-term
- Working
- Visual
- Verbal



- Narrative vs short language
- Complex vs simple
- Multistep vs one step

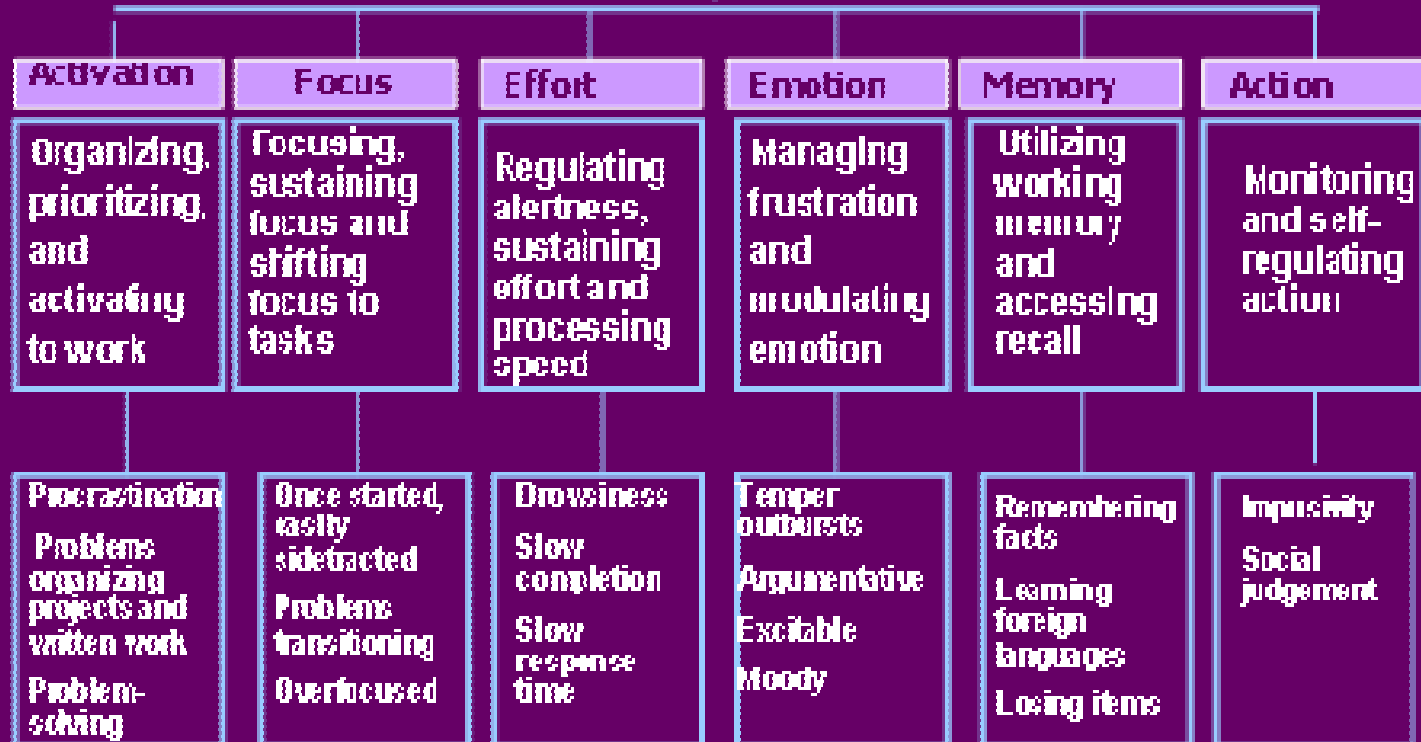
Understanding the components, ctd.

Attention and Executive Functioning



- Sustained attention
- Distractibility
- Impulsivity
- Inhibition
- Hyperactivity
- Initiation
- Problem solving
- Setting and managing goals
- Metacognition
- Planning
- Cognitive flexibility
- Organization
- Material management
- Critical thinking
- Self-monitoring and reflection
- Time management

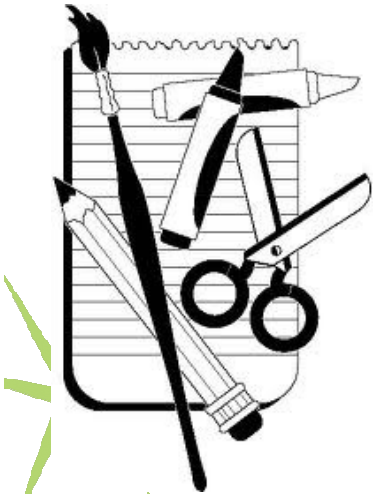
Academic Problems Linked to Executive Functions



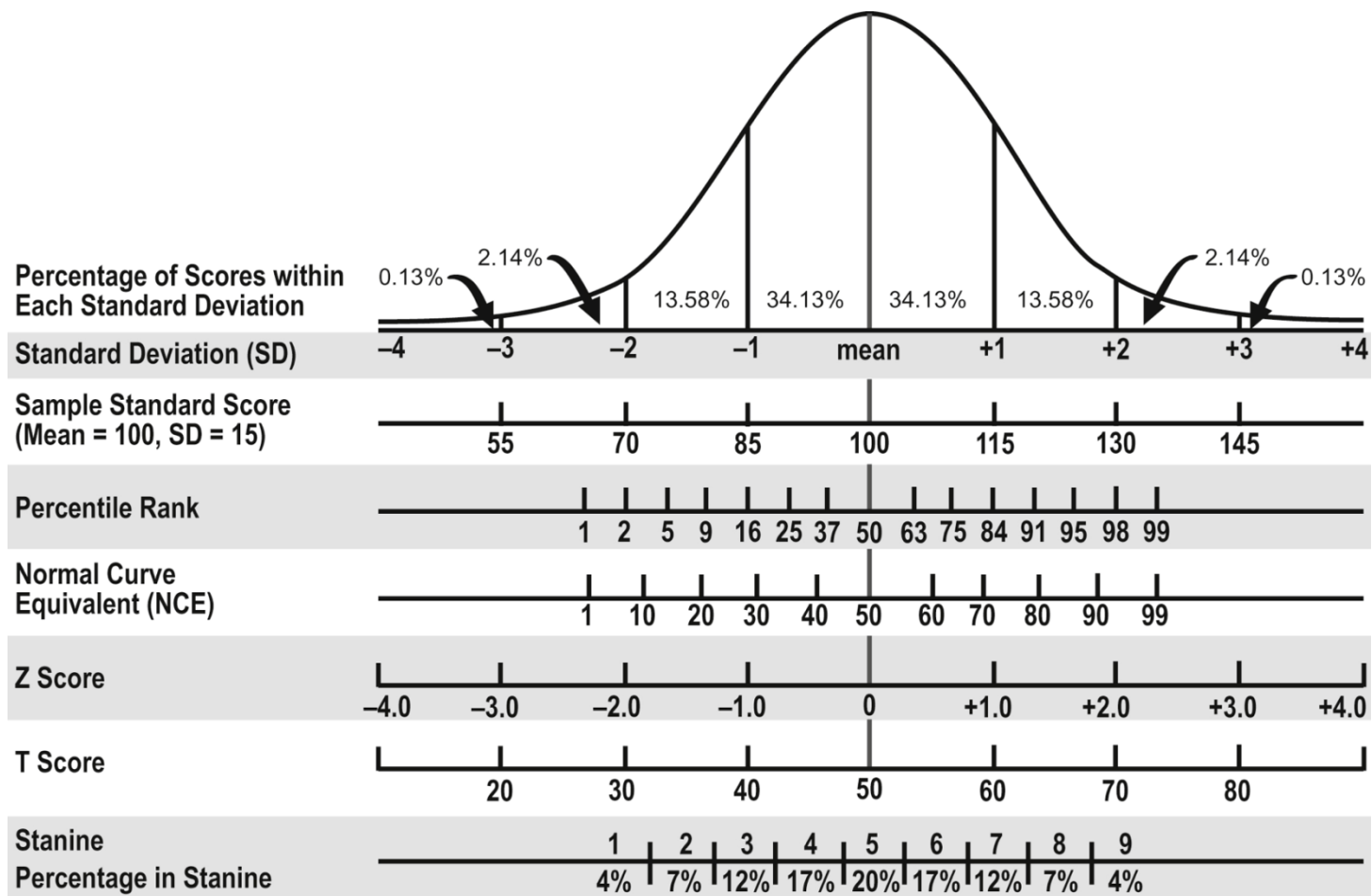
Adapted from: Brown, T.E. *Manual for Attention Deficit Disorder Scales for Children and Adolescents*; 2001.

Understanding the components, ctd.

- **Visual and Motor Skills**
 - Visual-motor integration
 - Fine motor
 - Gross motor
 - Visual perceptual skills
 - Visual discrimination
 - Visual memory/sequential memory
 - Visual-spatial
 - Visual form constancy
 - Visual figure ground
 - Visual closure



Understanding test scores



Understanding test scores

- **Perecentiles**
 - The percentile scores refer to the percentage of children the same age that your child performs equal to or better than on each particular task.
 - For example, the 50th percentile would indicate that your child scored better than 50% of his/her peers, thus falling in the Average range.



Understanding test scores

- Grade Equivalents
 - Means that a student's raw score on a test corresponds to the Average performance for a child at a particular grade level
 - For example: a 4th grader obtains a G.E. of 6.7. How do you interpret this? Has the child mastered 6th grade material?



Following up on recommendations

Wrapping it all up

- Summary
- Diagnosis
- Recommendations



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Resources

National Center for Learning Disabilities

www.ncld.org

Child Mind Institute

<http://www.childmind.org/>

NYU Child Study Center

www.aboutourkids.org

NYC Department of Education

<http://schools.nyc.gov/Academics/SpecialEducation/SEP/evaluation/default.htm>

National Institute of Mental Health

<http://www.nimh.nih.gov/>

Children and Adults with Attention-Deficit/Hyperactivity Disorder

<http://www.chadd.org/>

American Psychological Association

www.apa.org

Autism Speaks

www.autismspeaks.org

Autism Society of America

<http://www.autism-society.org/>

Developmental Disabilities

<http://www.nlm.nih.gov/medlineplus/developmentaldisabilities.html>

National Institute of Child Health and Human Development

<http://www.nichd.nih.gov/>

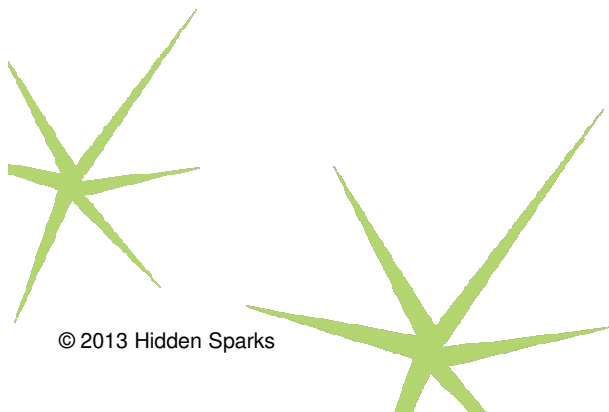
Questions?



Upcoming Hidden Sparks Without Walls Sessions

Tuesday 5/21/13
8:30-9:30pm

Memory
With Karen Kruger



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For more information visit: www.hiddensparks.org



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