

Psychoeducational Evaluations



Does my child need this type of testing?

An evaluation may be recommended if your child:

- exhibits significant attentional problems or distractibility in class.
- struggles to keep up with, understand, or retain class content.
- displays patterns of significant and developmentally inappropriate behaviors such as hyperactivity, impulsivity, oppositional or aggressive behavior, or social disinterest in others.

How can a thorough evaluation be helpful?

A psychoeducational evaluation can promote effective treatment. A formal evaluation can also provide the needed justification and appropriate documentation for targeted remediation in school and/or specific academic accommodations, such as extra time for school work or on standardized tests (e.g., SAT, ACT, ISEE, MCAT, GRE, etc.). It can also lead to a proper diagnosis which can be helpful in establishing treatment recommendations that may enable the child or adolescent to achieve his or her full potential inside and outside of the classroom.

Inattentive behaviors are a symptom not a diagnosis. While concentration difficulties and hyperactive behaviors in the classroom can be an indication of an underlying attentional problem, such as found in Attention Deficit/ Hyperactivity Disorder (ADHD), these symptoms may otherwise be a manifestation of a specific learning disability, processing problem, significant anxiety, reaction to a stressor, and/or a mood disorder.

ADHD often co-occurs with one or more other disorders. Studies suggest that 30-50% of children with ADHD also have one or more specific learning disabilities. Meanwhile, about 25% of children with ADHD also struggle with significant anxiety, and a comparable percentage suffer from depression. Failure to rule out other possible diagnoses for a child's behavior can lead to misdiagnosis and result in inappropriate and/or inadequate treatment.

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What will be required?

A comprehensive psychoeducational evaluation is typically conducted over multiple testing sessions and includes the completion of behavior checklists and interviews completed by parents, teachers and other care providers. Norm-referenced testing using a variety of psychological testing instruments is also completed. Evaluations generally assess a child or adolescent's strengths and weaknesses in five domains:

- Cognitive Ability (I.Q.)
- Academic Achievement
- Neuropsychological Functions
 - *Attention/executive processing, sensory-motor, learning & memory, visual-spatial, and language functions*
- Behavior
- Emotional Functioning

The 5 Parts of a Psychoeducational Evaluation



How are the results reported?

Findings are compiled, interpreted, and discussed in a detailed written report which is provided to the family and outlines a diagnosis as well as recommended treatment options for home, school, testing services, mental health professionals, as well as other healthcare providers.

Who do I contact to find out more?

Referrals for testing are often made by school personnel, physicians, mental health professionals, other allied health professionals, or from a child's parents directly. If interested, please speak with your mental health professional or contact us as listed below.

Mind Health Institute, Newport Beach

450 Newport Center Drive, Suite 380 • Newport Beach, CA 92660
949-891-0307 • www.mhi-nb.com

Mind Health Institute, Laguna Beach

361 Forest Avenue, Suite 205 • Laguna Beach, CA 92651
949-391-4669 • www.mhi-lb.com

