

Psych Testing Overview

Overall level of intellectual functioning

- Necessary for framing the evaluation
- Need to evaluate strengths & weaknesses

Quantitative & qualitative measures of:

- Verbal & Visual problem solving
- Executive Functioning
- Verbal & Visual memory
- Motor skills – Gross & Fine Motor; graphomotor
- Social cognition
- Adaptive skills
- Emotional Functioning

Ensuring representative results

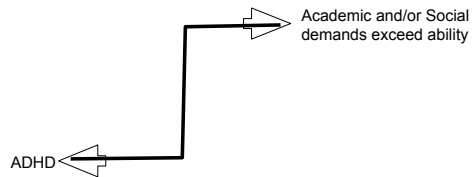
- Creating optimal conditions for competence & learning

Why Psychological Testing?

Tracking Progress

Conceptualizing difficulties:

- Ex. My Child doesn't pay attention in school
- Ex. My Child is aggressive at school



Why Psychological Testing?

School performance and cognitive potential:

Congruent or incongruent?

Johnny makes C's and D's no matter how much we push him, punish him, etc.

Is Johnny's IQ commensurate with borderline potential, or does he have an IQ of 110?

Changes how you approach case

Why Psychological Testing?

Measuring changes over time

Certain factors (e.g., psychological, medical, etc.) can cause cognitive and academic functioning to change over time

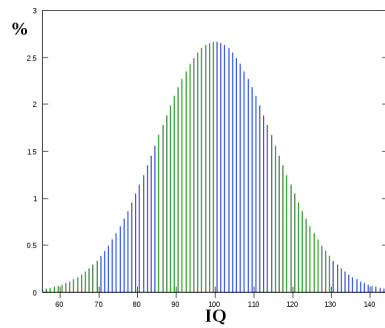
Baselines are important for measuring progress/ regression

Standardized measures allow us to look at performance relative to same age/grade peers across the developmental trajectory

Confidence vs Competence

- ❑ Competence: The ability to complete a task
- ❑ Confidence: The perception of competence

Bell Curve



It's Not About the Numbers???

- Numbers need to be placed within a context
- Everything needs to be interpreted and integrated, not just stated
- The examiner is crucial
- Getting to know your child is crucial
- There is no absolute face value of the number, it is understanding the number within the context
- The number helps to GUIDE interpretation and choice of other tests, but the numbers are NOT the interpretation

Understanding Each Child

- Gathering information from the parent
- Choosing what tests to give
- Structuring testing to meet the needs of the child
- Interpreting results

What you Need to Know About IQ

- ❑ Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V)
- ❑ Woodcock-Johnson Tests of Cognitive Ability (WJ Cognitive)
- ❑ Kaufman Assessment Battery for Children (KABC)

IQ

- ❑ Wechsler, 1939: “the aggregate or global capacity of the individual to act purposefully, to think rationally, and deal effectively with his environment”
- ❑ A sampling of abilities across domains, and should provide an idea of the potential of the individual for performance in other areas.

IQ and Disabilities

- ❑ Measure of potential academic performance
- ❑ Not a measure of life success
- ❑ Best as a measure of strengths and weaknesses to plan strategies for assistance

WISC-V

- ❑ Yields:
 - Full Scale IQ (FSIQ)
 - Verbal Comprehension Index (VCI)
 - Visual Spatial Index (VSI)
 - Fluid Reasoning Index (FRI)
 - Working Memory Index (WMI)
 - Processing Speed Index (PSI)

True or False

Looking at the FSIQ provides a quick, easy, and reliable estimation of the child's abilities.

Academic/Achievement Testing

- Measures academic ability by subject
- Measured against same age/grade peers across country

Reading

- ❑ Letter-Word/Sight Word Reading
 - Known words, sounding out advanced words
- ❑ Word Attack/Nonsense Word/ Decoding
 - Pure measure of phonics – can you sound out?
- ❑ Reading Comprehension
 - Can you understand what you've read and answer contextually relevant questions?
- ❑ Reading Fluency
 - L/W Reading
 - Decoding

Math

- ❑ Calculation/Arithmetic
 - Basic Calculations
 - Understanding of math facts, ability to purely calculate
 - Provides opportunity to pinpoint areas of difficulty
- ❑ Math Concepts & Applications / Applied Math
 - Word problems
 - Ability to extrapolate math facts into real-world situations
 - Can contain reading comprehension....

Writing

- ❑ Spelling
 - Important to look at handwriting, and understanding of phonics
- ❑ Sentences
 - Examine grammar, fill in the blank, construction of ideas
- ❑ Composition
 - Ability to string together sentences logically and ability to convey an idea in writing

Memory

- ❑ Wide Range Assessment of Memory and Learning (WRAML2)
- ❑ Children's Memory Scale (CMS)

Memory

- ☐ Immediate Verbal Memory
- ☐ Delayed Verbal Memory
 - Recognition
 - Recall
- ☐ Immediate Visual Memory
- ☐ Delayed Visual Memory
 - Recognition
- ☐ Working Memory/Attention/Concentration

Executive Functioning

- ☐ NEPSY
- ☐ DKEFS
- ☐ BRIEF
 - Planning
 - Organization
 - Problem Solving
 - Flexibility
 - Set Switching
 - Inhibition
 - Attention

Language Evaluations

- ❑ Impact of language is essential in any therapeutic case.
- ❑ Tests usually evaluate expressive and receptive language.
- ❑ Be careful in looking at a naming measure as expressive language – not necessarily the same thing.

Social Communication

- ❑ Autism Diagnostic Observation Schedule (ADOS)
Semi-structured play/interview session eliciting:
 - Communication
 - Words/phrases/speech
 - Echolalia & scripting
 - Requesting (e.g., gestures, eye contact, speech)
 - Conversation (e.g. reciprocal exchanges on topic)
 - Socialization & Play
 - Eye contact; joint attention; shared affect
 - Social engagement; reciprocity conversation
 - Functional and symbolic play
 - Stereotypical and Repetitive Behaviors
 - Sensory interests
 - Repetitive behaviors, circumscribed interests
 - Self-injurious behaviors

Social Relatedness

- Visual Referencing
- Social Coordination
- Emotional Attunement

Social Thinking

- Perspective Taking
- Self- and Other-Awareness
- Dynamic Thinking
- Memory Sharing
- Building Conversations

Adaptive “Real Life” Skills

- Adaptive Behavior: capacity for personal & social self-sufficiency in real-life situations
- Importance: Independent living skills
- Vineland Adaptive Behavior Scales:*
 - Communication
 - Daily Living Skills
 - Socialization Skills
 - Motor Skills
- Adaptive Functioning very important in diagnosing Intellectual Disability and Autism Spectrum Disorders

Emotional Functioning

- Parent- and child-report measures
 - Ex. BASC-3
- Clinical Interviews
- Projective Testing
 - Anxiety
 - Depression
 - Idiosyncratic way of viewing/interpreting the environment or experiences
