

Solara Psychological



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Minor Psychological Evaluation FAQ for Parents and Caregivers

1. What is the layout of the psychological evaluation report, and what does each section represent?

Presenting Problem and Background: This section describes the concerns that led to the evaluation, based on discussions with parents and the child, as well as information from teachers or other professionals involved. It includes medical, educational, and family history to provide context.

Behavioral Observations: This section details your child's behavior and interactions during the testing process. Observations include how your child approaches tasks, engages with the evaluator, and any behaviors that may impact test performance.

Impression: This section synthesizes all gathered information to form a comprehensive view of your child's cognitive, emotional, and behavioral functioning. It integrates data from interviews, observations, and test results to highlight key patterns, strengths, and areas for growth.

Diagnosis (DSM-V-TR): If applicable, this section provides any relevant mental health diagnoses based on the DSM-V-TR criteria. It explains how the evaluation findings align with diagnostic criteria and what they mean for your child's understanding of their mental health.

Recommendations: This section offers strategies and suggestions tailored to your child's specific needs and evaluation results. It may include interventions, accommodations, or referrals to other services. These recommendations are designed to support your child's development and well-being.

2. How were each of the tests chosen for my child's evaluation?

Tests are selected based on your child's age, developmental level, and specific concerns raised by parents, teachers, or other professionals. The goal is to choose tests that will provide the most relevant and comprehensive information to address your child's unique needs.

3. How are test results interpreted, and what do T-scores, BR scores, and composite scores mean for my child?

Test results are interpreted using standardized scoring systems. T-scores indicate how your child's performance compares to peers, with a mean of 50. BR (Base Rate) scores show the frequency of specific responses in the population. Composite scores provide an overall measure of certain abilities. Your evaluator will explain these scores in relation to your child's strengths and areas where support may be needed.

4. What is the Full Scale IQ (FSIQ) on the Wechsler scales, and how should I interpret it for my child?

The FSIQ is an overall score reflecting cognitive abilities from verbal and non-verbal subtests. It gives a broad picture of your child's intellectual functioning. It's essential to consider individual subtest scores and other contextual factors discussed during feedback sessions to understand your child's specific strengths and challenges.

5. Where do the interpretations of the objective tests come from, and how reliable are they?

Interpretations are based on standardized scoring systems backed by research and normative data. These scores reliably indicate specific abilities or traits when considered alongside qualitative insights from the evaluation. Evaluators integrate these scores with clinical expertise and observations to provide a comprehensive interpretation.

6. What if some test interpretations don't match what I see at home or school?

Differences between test results and daily observations can occur due to various factors, such as situational stress or specific test conditions. Review the Impression and Diagnosis section for a holistic understanding. Evaluators consider discrepancies to provide insights into your child's unique profile and development.
7. What if I was expecting a diagnosis but it wasn't given, or my child received an unexpected diagnosis?

Diagnoses are based on standardized criteria and a comprehensive evaluation. If outcomes differ from expectations, discuss how criteria align with your child's experiences. A diagnosis (or lack thereof) does not define your child entirely but offers a framework for understanding and support.
8. How should I use the recommendations section to help my child?

The recommendations section offers strategies tailored to your child's evaluation results. It includes actionable steps for supporting their development, such as therapeutic interventions, educational accommodations, or further assessments. Engage with these recommendations and your evaluator to plan your child's progress.
9. Why did the evaluation process take the time it did?

The evaluation process involves multiple steps to ensure a comprehensive understanding of your child's needs. This includes interviews, testing, scoring, and integrating results into a detailed report. Completing this process efficiently within a specific timeframe ensures careful consideration of all aspects to provide the most accurate insights.
10. How does the evaluation impact my child's daily life or educational plan?

The evaluation serves as a roadmap to understanding your child's cognitive, emotional, and behavioral profile. It can inform educational accommodations, therapy plans, or adjustments in daily routines, providing a basis for targeted support and personal development.
11. Is the evaluation a complete assessment of my child's abilities and future potential?

The evaluation provides a snapshot of your child's functioning at the time of testing. It is not an absolute measure of their capabilities or potential. Factors like health, stress, and environment can influence results. The evaluation is a tool to guide understanding and support over time.
12. What should I do if I have more questions or need further clarification?

It's natural to have questions. You are encouraged to contact your evaluator for further clarification or to address concerns. Continuous communication ensures you fully understand your child's evaluation results and can make informed decisions.
13. How is my child's privacy protected throughout this process?

Your child's evaluation and results are confidential, in line with privacy laws and ethical guidelines. Information is shared only with your consent or as legally required. Discuss any privacy concerns with your evaluator to understand confidentiality specifics.
14. What can I do if I want a second opinion for my child?

Seeking a second opinion is valid if you have questions or need additional perspectives. Discuss this with your evaluator, who can help you find another qualified professional and ensure that information is accurately transferred.