

Comprehensive Assessment of Neurodevelopmental Disorders

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Objectives

- Identify the goal(s) of an assessment
- Understand the Assessment Process
 - Comprehensive Psychological Assessment
 - Testing for Neurodevelopmental Disorders
- Provide examples of common standardized psychological tests and measures
- Understand/interpret standardized test scores

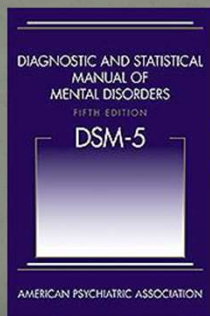
Overview

- Goals of Assessment
- Use of the of DSM-V
 - Diagnostic Categories
 - DSM-V Measures
 - Cultural Formulation
 - Diagnostic Uncertainty
 - Types of Neurodevelopmental Disorders
- Assessment Process
 - Clinical Interview
 - MSE/Observations
 - Standardized Testing
 - Scoring/interpretation
 - Recommendations and feedback

Goals of Assessment

- Determine if there is a problem
- Classify the problem
- Delineate the child's strengths and deficits
- Predict future behavior or course of the disorder
- Provide guidelines and recommendations for intervention

Classifying the problem



DSM-V Diagnostic Categories

- Neurodevelopmental Disorders
- Schizophrenia Spectrum and Other Psychotic D/O
- Bipolar and Related Disorders
- Depressive Disorders
- Anxiety Disorders
- Obsessive-Compulsive and Related Disorders
- Trauma and Stressor Related Disorders
- Dissociative Disorders
- Somatic Symptom Disorders

DSM-5 Categories continued...

- Feeding and Eating Disorders
- Elimination Disorders
- Sleep-Wake Disorders
- Sexual Dysfunctions
- Gender Dysphoria
- Disruptive, Impulse Control and Conduct Disorders
- Substance Related and Addictive Disorders
- Neurocognitive Disorders
- Personality Disorders
- Paraphilic Disorders

DSM-V Measures

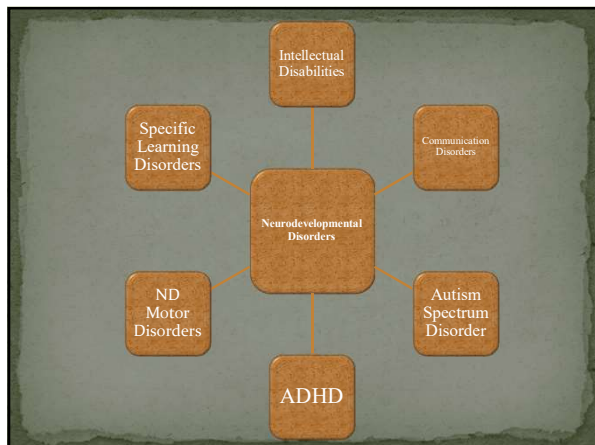
- Cross-Cutting Symptom Measures
 - Used in Initial patient interview
 - Guides DX
- Disorder-Specific Severity Measures
 - Correspond to DSM-V's DX criteria
- WHODAS 2.0
 - understanding, communicating, getting around, self-care, getting along with people, life activities, and participation in society

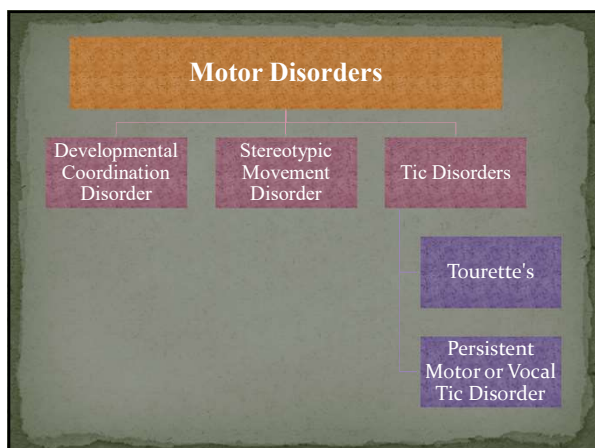
Cultural Formulation

- Outline for Cultural Formulation
- Cultural Concepts of Distress
 - Ways groups experience, understand and communicate suffering
- Cultural Formulation Interview
 - 16 questions

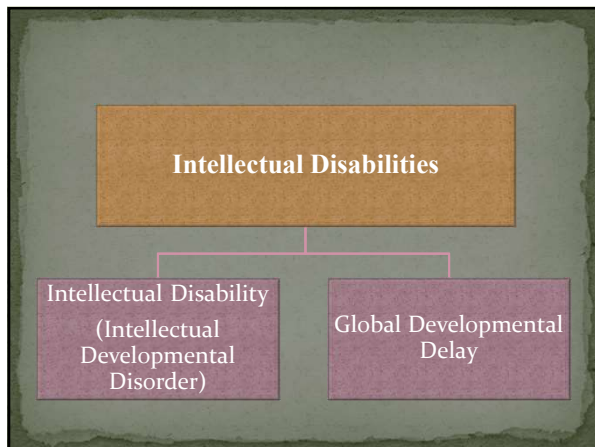
Diagnostic Uncertainty

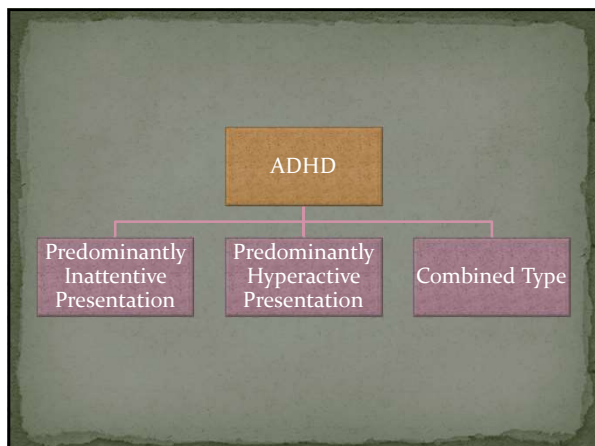
- Other Specified Disorder
 - Other Specified Neurodevelopmental Disorder, Neurodevelopmental disorder associated with prenatal alcohol Syndrome
- Unspecified Disorder
 - Unspecified Neurodevelopmental Disorder
- Provisional

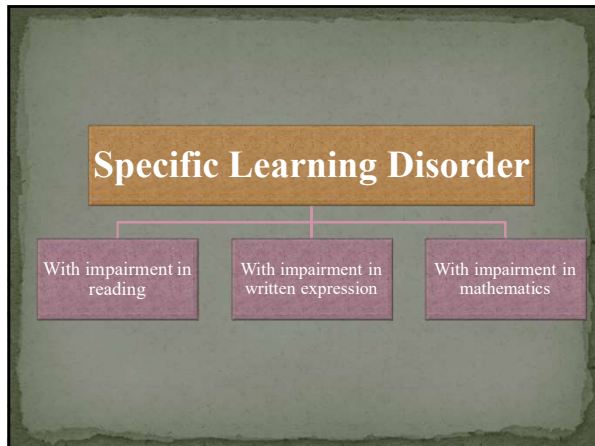


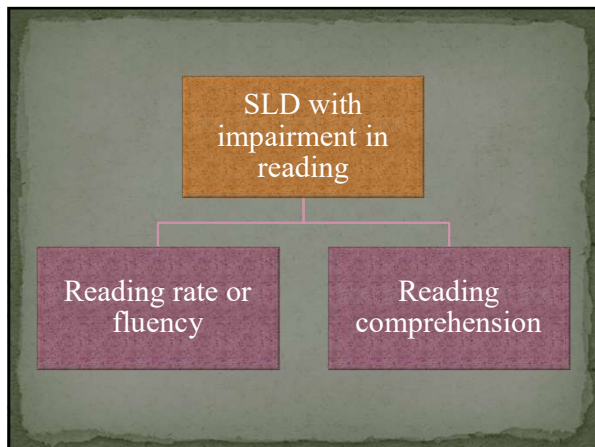


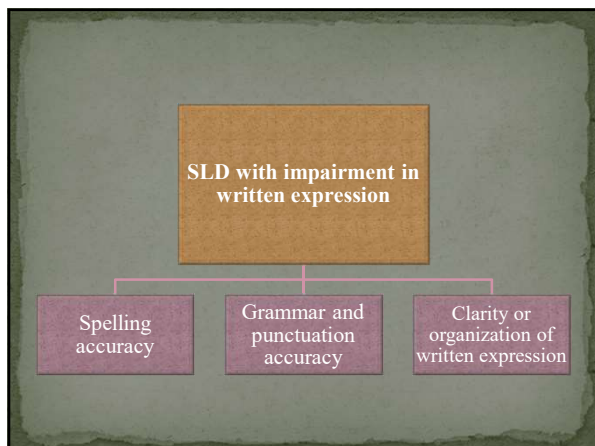


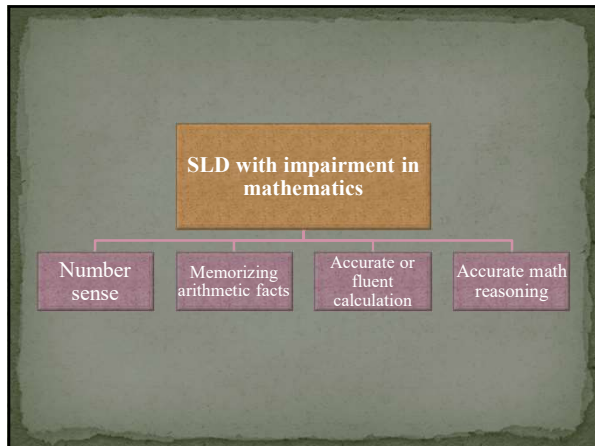












Example LD Diagnoses

F81.0 Specific Learning Disorder With Impairment in Reading, Reading Comprehension

F81.1 Specific Learning Disorder With Impairment in Written Expression, Spelling Accuracy

F81.2 Specific Learning Disorder With Impairment in Mathematics, Accurate Math Reasoning

SLD

- Biological origin
- Onset during the years of formal schooling
- Abnormalities are at a cognitive level
- Affects the brain's ability to perceive or process verbal or nonverbal information
- Persistent difficulties learning keystone academic skills
- Academic skill well below average for age
- Affects learning in individuals who otherwise demonstrate normal levels of intellectual functioning
- Requires psychometric evidence

SLD IS NOT....

- Attributable to intellectual disabilities
- Attributable to hearing or vision disorders
- Attributable to Neurological or motor disorders
- Attributable to Global developmental delay
- Attributable to English as a second language

Alternative Terms Used to Refer to Patterns of Difficulties

Dyslexia

fluent word recognition
poor decoding
poor spelling abilities

Dyscalculia

processing numerical information
learning arithmetic facts
performing accurate or fluent calculations

F84.0 Autism Spectrum Disorder, Without accompanying intellectual impairment, without accompanying language impairment, Level 1

Autism Spectrum Disorder

With or without accompanying intellectual impairment

With or without accompanying language impairment

Associated with another neurodevelopmental, mental, or behavioral disorder

With catatonia

Where do parents start...

- Talking to child's pediatrician
 - Rule-out medical issues
 - Hearing and vision
 - Encourage parents to bring all relevant documents to appointment
- Identify referral question/problem
 - Learning Disabilities Evaluation
 - Targeted ADHD Assessment
 - Autism Assessment

Assessments

- Comprehensive Psychological Assessment
- Comprehensive Psychoeducational Assessment
- Neuropsychological Assessment

Comprehensive Psychological Assessment



Clinical Interview

- Clarify Reason for Referral
 - Who referred the child?
 - Chief complaint
- HX of Relevant Complaint
 - Length of problem
 - Precipitants/effects
 - Severity
 - Pattern of recurrence
 - Past TX for problem

Clinical Interview

- Development
 - Delays? (Walking, talking, toileting, etc.)
- Family Hx
 - Parents occupation
 - Birth order and siblings
 - Sibling background
 - Relationships/divorce/marriage
 - Family Stressors
 - Domestic Violence
 - Cultural considerations

Clinical Interview

- Academic HX
 - Best and worst classes
 - Skipped/held back grades
 - GPA
 - School behavior, extracurricular activities
 - Attendance/disciplinary actions
- Encourage parents to bring school records
 - IEP
 - Report cards
 - BX Data

Clinical Interview

- Personal/Individual
 - Hobbies
 - Personality/temperament
 - Community involvement
 - Extracurricular activities
 - Suicidal or homicidal ideation/plan/intent
- Peer/Social
 - Friendships
 - Bullying

Clinical Interview

- Medical HX
 - Head trauma (loss of consciousness, memory, location of injury, TX)
 - Past surgery
 - Chronic Illness
 - DX, RX, SX
- Psychiatric HX
 - Inpatient TX (time and duration of previous hospitalizations, reason)
 - Outpatient TX (reason, name of current therapist)
 - DX, RX, SX

MSE and Behavioral Observations

- Appearance
- Behavior
- Attention
- Attitude
- Speech and Language
- Mood/Affect
- Thought Process/Content
- Insight/judgment
- Memory
- Orientation to time/place/person/situation

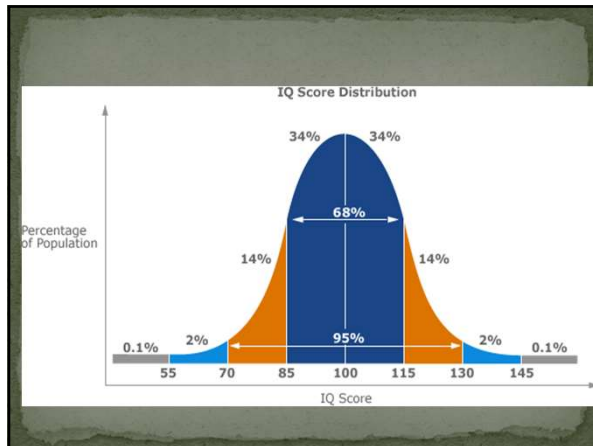


Testing for Cognitive Factors

- Basic learning processes
- Understanding
- Memory
- Attention
- Psychomotor speed
- Decision Making
- Planning
- Working memory

INTELLIGENCE TEST (IQ Test)

- General Measure of Learning Potential
 - Verbal Comprehension
 - Nonverbal Reasoning
 - Working Memory
 - Processing Speed



Examples of IQ Tests

- Wechsler Intelligence Scale for Children (WISC-V)
- Wechsler Preschool and Primary Scale of Intelligence (WPPSI-IV)
- Stanford-Binet Intelligence Scales
- Woodcock Johnson
- Kaufman Assessment Battery for Children

SCORES SUMMARY

| WISC-V COMPOSITE | Score | %tile | Range |
|----------------------------------|-------|-------|--------------|
| Verbal Comprehension Index (VCI) | 89 | 23 | Low Average |
| Visual Spatial Index (VSI) | 89 | 23 | Low Average |
| Fluid Reasoning Index (FRI) | 94 | 34 | Average |
| Working Memory Index (WMI) | 110 | 75 | High Average |
| Processing Speed Index (PSI) | 89 | 23 | Low Average |
| Full Scale IQ (FSIQ) | 93 | 32 | Average |

Achievement Testing

- Academic Strengths and Weaknesses
- Reading
- Mathematics
- Oral Language Skills
- Written Expression

| Composite | Score | % Rank | Qualitative Description |
|--------------------|-------|--------|-------------------------|
| Oral Language | 71 | 3 | Below Average |
| Written Expression | 81 | 10 | Below Average |
| Mathematics | 85 | 16 | Average |
| Total Achievement | 77 | 6 | Below Average |

| Subtest Component | Score | % Rank | Qualitative Description |
|--------------------------------|-------|--------|-------------------------|
| Listening Comprehension | | | |
| Receptive Vocabulary | 77 | 6 | Below Average |
| Oral Discourse Comprehension | 90 | 25 | Average |
| Oral Expression | | | |
| Expressive Vocabulary | 57 | 0.2 | Low |
| Oral Word Fluency | 88 | 21 | Average |

| Total Reading | Score | %tile | Qualitative Description |
|-----------------------------------|-------|-------|-------------------------|
| Word Reading | 96 | 39 | Average |
| Reading Comprehension and Fluency | 99 | 47 | Average |

| Essay Composition | | | |
|---|----|----|---------|
| Word Count | 96 | 39 | Average |
| Theme Development and Text Organization | 92 | 30 | Average |
| Spelling | 96 | 39 | Average |

| Math Fluency Test | Standard Score | % Rank |
|-------------------|----------------|--------|
| Addition | 97 | 42 |
| Subtraction | 97 | 42 |
| Multiplication | 94 | 34 |

Standardized Test Scores

- Use CAUTION when interpreting “Grade or Age Equivalent Scores”
- Standard Scores are a more accurate measure of ability than Grade or Age Equivalents

Examples of Achievement Tests

- Tests common for Identifying Learning Disabilities
 - Wide-Range Achievement Test (WRAT4)
 - Wechsler Individual Achievement Test (WIAT-III)

Evaluating Adaptive Skills

- Things that people need to do to function in their everyday lives.
 - Communication
 - Practical daily living skills
 - Relating to other people.

Adaptive Measures

- Parent and Teacher forms
- Examples:
 - Vineland Adaptive Behavior Scales (Vineland-III)
 - AAMR Adaptive Behavior Scales
 - Scales of Independent Behavior (SIB-R)

Measures For other Emotional/Behavioral Problems

- Assessment tools that assesses wide range of concerns:
 - Emotional
 - Social
 - Behavioral
- Assists with Differential Diagnosis
- Identifying Comorbid Disorders
- Rating scales, inventories, checklists
- Parent, Teacher, and Self-rater Forms

Examples of Rating Scales

- Conners Comprehensive Behavior Rating Scales
- Autism Spectrum Disorder Scale
- Child Behavior Checklist (CBCL)
- Behavior Assessment System for Children (BASC-3)

Now the Psychologist gets to work...

- Tests are scored
- Data is analyzed and interpreted
- Diagnosis is determined
- Report is written
 - Recommendations are given
- Feedback session

Never Forget...

**YOU ARE THE
EXPERT OF
YOUR CHILD!**

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