

# **Psychoeducational Evaluations**

## **DOES YOUR CHILD:**

- Have difficulty completing homework?
- Have difficulty reaching potential?
- Have difficulty remembering information?
- Have difficulty being easily distracted?
- Have difficulty listening to others?
- Struggle to complete long-term projects?
- Struggle with reading, writing, or math?
- Earn inconsistent grades?
- Have trouble completing tests?
- Have poor organization?
- Procrastinate?
- Lose things often?
- Make careless mistakes?
- Have difficulty sustaining attention?

## **WHAT IS A PSYCHOEDUCATION EVALUATION?**

A comprehensive **psychoeducational evaluation** includes an assessment of intellectual ability (IQ), academic achievement across areas (reading, writing, math, oral language) under timed and untimed conditions, visual-motor integration abilities, neuropsychological testing using a computerized continuous performance test, interviews with student and parents, self-report questionnaires, parent and teacher-report questionnaires, and record review. Questionnaire data is analyzed using national normative data, with a student's scores compared to those of similar ages. A thorough record review includes any previous evaluations, school report cards, work samples, and IEPs or 504 Plans, when relevant. This information is utilized to identify any interfering conditions such as AD/HD, Autism Spectrum Disorders, Learning Disabilities, Anxiety Disorders, or Mood Disorders.

## **THE DETAILS**

A comprehensive psychoeducational evaluation typically takes place over two half-days, but it may be possible to complete the evaluation in one full day. Following the completion of the evaluation, the clinician will write a **comprehensive report** indicating if any diagnoses are warranted. The report will include a summary section to encapsulate the strengths and needs of the student, and most importantly, it includes **many practical recommendations for how to intervene across settings**. A 45-minute sharing session will be provided to the parents to discuss the findings included in the report. At the parent's choice, this report may be shared with the child's school or a young adult's institution of higher learning in order to facilitate the acquisition of accommodations at school or for standardized testing, such as additional time to complete tests and testing in environments with limited distractions present.

**For more information, please contact Dr. Mark Cooperberg,  
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