



## NEUROPSYCHOLOGY ASSESSMENT INFORMATION FOR CLIENTS

Awarehub is pleased to offer Neuropsychological and Cognitive Assessments to our clients conducted by a qualified Psychologist.

We have included useful information below, including a description of each assessment, and the approximate time needed to complete it. Please contact us for details regarding the fee structure any applicable Medicare rebates, which will allow you to better plan for your appointment.

Please ensure that you are well rested on the day of your testing, as it does take time and mental effort. You are welcome to bring along a drink bottle/snack for use during break times.

Additional information will be sent out via email prior to your appointment. Please be sure to complete these forms and return the relevant documentation requested, a week prior to your appointment.

Please note that Medicare **does not** cover any neuropsychology assessments, however there are some areas within the assessment and feedback process that rebates may apply, and these will be made available to you upon request.

Feel free to contact us at [reception@awarehub.com.au](mailto:reception@awarehub.com.au) should you have any queries or concerns.

## TYPES OF ASSESSMENTS OFFERED AT AWAREHUB

### AUTISM ASSESSMENT

#### **Appointment Attendance**

Please allow for 4 appointments to conclude this assessment (including feedback). (Clients under 13 years will be eligible for a Medicare rebate of \$88.25 per appointment)

- Appt 1- Parent ONLY-only 1 parent needed to complete questionnaire (3hrs)
- Appt 2- Parent and client (3hr)
- Appt 3- Parent and Client (3hr)
- Appt 4-Parent and Client optional (1hr)

## **Appointment Structure**

1. The first session of the assessment will be conducted with the parent(s) or carer of the client. This also applies to adults.
2. Diagnostic interview (up to 2.5 hours) with parent(s)/caregiver
3. Screening questionnaires (teacher and/or parents/caregiver or adult client and other observing adult to complete prior to client appointment)
4. Executive functioning assessment.
5. Adaptive functioning assessment (up to 60 mins) (parent/caregiver, teacher and self-report (if applicable) and to return to tester at second appointment, if applicable)
6. Clinical interview with client (second session) and any other relevant screening questionnaires
7. Cognitive Assessment
8. Anxiety, ADHD screening questionnaires
9. Observational assessment of client (third session)
10. Review of documentation
11. Feedback session (1hour)
12. A copy of the finalised report will be provided to you (please allow up to two weeks following your feedback session).

***Additionally, assessments for learning disorders might be recommended by your clinician or the psychologist. Further assessments for mood and/or anxiety might be recommended***

## **ACADEMIC ASSESSMENT**

### **Appointment Attendance**

Please allow for 2 appointments to conclude this assessment (including feedback).

- Appt 1- Parent and Client (3hrs)
- Appt 2- Parent and Client optional (1hr)

### **Appointment Structure**

1. Initial interview with parent(s)/carer (30 min)
2. Cognitive testing (75 mins with 5-10 min break)
3. Screening questionnaires (teacher and/or parents/caregiver or adult client and other observing adult to complete prior to client appointment)
4. Assessment for learning disorders (70 mins with 5-10 min break)
5. Review of reports and documentation
6. General observation during testing
7. Feedback session (1hour)
8. A copy of the finalised report will be provided to you (please allow up to two weeks following your feedback session).

## COGNITIVE ASSESSMENT

### Appointment Attendance

Please allow for 2 appointments to conclude this assessment (including feedback).

- Appt 1- Parent and Client (3hrs)
- Appt 2- Parent and Client optional (1hr)

### Appointment Structure

1. Initial interview with parent(s)/carer (30 min)
2. Cognitive test only (75min)
3. Screening questionnaires (teacher and/or parents/caregiver or adult client and other observing adult to complete prior to client appointment)
4. Feedback session (1hour)
5. A copy of the finalised report will be provided to you (please allow up to two weeks following your feedback session).

## ADHD Assessment

### Appointment Attendance

Please allow for 3 appointments to conclude this assessment (including feedback).

- Appt 1- Parent and Client (3hrs)
- Appt 2- Parent and Client (3hrs)
- Appt 3- Parent and Client optional (1hr)

### Appointment Structure

1. Initial interview with parent(s)/carer (30 min)
2. Cognitive testing (75min with 5-10 min break)
3. Screening questionnaires (teacher and/or parents/caregiver or adult client and other observing adult to complete prior to client appointment)
4. Assessment for learning disorders (70 mins with 5-10 min break)
5. Behaviour and attention questionnaires (20min, completed by parent and teacher)
6. Questionnaires about executive functioning (10min, completed by parent, teacher, self)
7. Tests of executive functioning (20min)
8. Assessment of adaptive behaviours (20 mins) (parent/caregiver, teacher)
9. Report reviews
10. Observation during testing
11. Feedback session (1hour)
12. A copy of the finalised report will be provided to you (please allow up to two weeks following your feedback session).

## ASD / ADHD ASSESSMENT (includes cognitive and academic assessments)

### Appointment Attendance

Please allow for 4 appointments to conclude this assessment (including feedback).

- Appt 1- Parent ONLY-only 1 parent needed to complete questionnaire (3hrs)
- Appt 2- Client ONLY in session-however parent required to drop of questionnaires provided at 1<sup>st</sup> appt and stay close by in case they are needed. Particularly in the case of younger clients (3hrs)
- Appt 3- Parent and Client required to complete assessment (3hrs)
- Appt 4-Parent and Client optional (1hr)

### Appointment Structure

1. The first session of the assessment will be conducted with the parent(s) or carer of the client. This also applies to adults.
2. Diagnostic interview (up to 2.5 hours) with parent(s)/caregiver
3. Screening questionnaires (only scoring- teacher and/or parents/caregiver or adult client and other observing adult to complete prior to client appointment)
4. Executive functioning assessment – questionnaire and clinical assessment of client.
5. Adaptive functioning assessment (up to 60 mins) (parent/caregiver, teacher and self-report (if applicable) and to return to tester at second appointment, if applicable)
6. Clinical interview with client (second session) and any other relevant screening questionnaires
7. Observational assessment of client (third session)
8. Cognitive Assessment
9. Assessment of learning disorders
10. Anxiety screening questionnaires
11. ADHD questionnaires
12. Review of documentation
13. Feedback session (1hour)
14. A copy of the finalised report will be provided to you (please allow up to two weeks following your feedback session).

## EXPLANATION OF ASSESSMENTS

### COGNITIVE ASSESSMENTS OR INTELLIGENCE TESTS

These are used to determine a child's learning capability by identifying their cognitive strengths and weaknesses. When interpreted in combination with comprehensive background information, parent and teachers' interviews, the results of cognitive tests can provide a profile which can assist with the development of individualised intervention and learning plans for children.

Cognitive assessments with children require the administration of standardised psychometric tools by an experienced and accredited psychologist. These tools can assess various areas of cognitive capacity, for example:

- **Verbal Comprehension:** the ability to use a range of vocabulary to understand and express general knowledge and explain concepts
- **Visual Spatial:** the ability to evaluate visual details and understand visual spatial relationships
- **Fluid Reasoning:** the ability to use conceptual information from visual details and apply that knowledge
- **Working Memory:** the ability to learn, manipulate and retain information to complete new tasks
- **Processing Speed:** the ability to quickly process and make judgements about visual information

### EDUCATIONAL ASSESSMENTS

These measure a child's academic ability level in a range of areas including **oral language, basic reading, reading comprehension and fluency, written expression, mathematics and maths fluency**. An objective measurement tool is used to assist in identifying particular areas of academic strengths and weaknesses. Results acquired through the assessment process provide an **indicator of a child's skill in a particular academic area, compared to a normative age- or grade-matched sample**.

Educational assessments with children are often considered necessary following **cognitive assessments** to determine whether a child is gifted in a learning area or may have a learning difficulty or disorder. For instance, a child with below average academic achievement, which is significantly below what would be expected for their cognitive capability, may have a specific learning disorder in a particular area. An educational assessment, combined with the results of other tests, can provide information to assist parents and teachers to better understand a **child's academic strengths and weaknesses** and inform **effective individualised learning plans**.

Educational assessments with children require the administration of standardised psychometric tools by an experienced and accredited psychologist.

Educational assessment tools are useful in the following areas:

- **Identifying the level of academic skill in a particular area**
- **Diagnosing specific learning disorders such as a reading or writing disorder**
- **Providing recommendations for Individualised Education Plans (IEPs)**

### AUTISM SPECTRUM DISORDERS (ASD)

ASD is a lifelong neuro-developmental condition. Some of the common difficulties for children with ASD include verbal and non-verbal communication, social skills, restricted or repetitive interests and behaviours, rigidity, obsessive following of routines, and sensory seeking or sensory aversive behaviours. ASD can impact a child's daily functioning across many domains, e.g., self-care, organisation and socialising. Testing of adaptive functioning can help to determine the

severity of the impact of ASD on a child's daily life. This information is useful when determining the most beneficial supports and interventions.

The assessment and diagnosis of autism spectrum disorder can be beneficial in:

- **A better understanding of your child**
- **Developing tailored treatment plans**
- **Accessing additional assistance and funding**

### ASSESSMENT PROCESS

Current research suggests that the earlier a child is accurately diagnosed with ASD and starts effective tailored support programs and interventions, the better the developmental outcomes for the child.

The diagnosis of ASD requires a comprehensive assessment process and involves gathering information from a range of sources. The aim is to gather insight into a child's areas of strengths and weaknesses – in particular about their social interactions, communication skills and demonstration of any atypical behaviours or interests.

Typically, this information can be obtained by administering standardised assessment tools, coupled with a developmental history interview with parents, observing the child in their home and/or school environment and/or a teacher phone consult. Whilst ASD is typically diagnosed in early childhood, the assessment process can be undertaken at any age. Our psychologist is trained in the assessment of ASD and can assist the psychiatrist in the process of making their clinical diagnosis (meeting DSM-V criteria).

### BEHAVIOURAL ASSESSMENTS

Are used to examine whether a child exhibits **challenging behaviour which falls outside the range** of expected age-appropriate norms. Such behavioural concerns may include **hyperactivity, impulsivity, aggression, sustaining attention and/or disruptions to peer relations or learning**.

Behavioural assessments are a detailed process. To assist in making an accurate diagnosis they typically require parent interviews to attain a **developmental history**, coupled with **diagnostic questionnaires, teacher interviews** and/or **school observations** and a **clinical session with the child**. With this knowledge, parents and educators can better understand the underlying causes of challenging behaviour and formulate treatment plans to modify both the behaviour itself and how it impacts on everyday life. The impact of these behaviours can be determined using tests of adaptive functioning.

A behavioural assessment is useful in the following areas:

- **Identifying and diagnosing behavioural disorders:**

Three main behavioural disorders in children include:

- **Attention Deficit Hyperactivity Disorder:** Children experiencing symptoms of ADHD can experience some or all of the following behaviours organised under three broad categories. **Inattention:** making careless errors, difficulties concentrating, challenges organising tasks, often losing things, easily distracted. **Hyperactivity and**

**Impulsivity:** often fidgeting or restless, talks to excess, noisy and loud, blurts out answers, impatient in turn-taking, interrupting others. **Combined:** this is the most common type of ADHD. Children fit the criteria for this type if they have symptoms of both inattentive and hyperactive-impulsive types.

- **Oppositional Defiance Disorder:** Children living with ODD exhibit challenging behaviour, particularly towards adults and those in authority. Such behaviour may include becoming easily annoyed, having frequent angry outbursts, being argumentative with adults, refusal to follow rules or a low tolerance for frustration.
  - **Conduct Disorder:** Children who exhibit signs of a conduct disorder may be bullying frequently or using threatening behaviour, physically hurting others, cruelty to animals or stealing from others.
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- **Develop individualised treatment plans** – we can assist in providing individualised recommendations to assist parents and teachers in managing a child’s challenging behaviour at home and in the school setting.
  - **Evaluating the effectiveness of an intervention** – behavioural assessments can be re-administered over time to assess the effectiveness of a treatment program in improving the severity and impact of a child’s challenging behaviour.
  - **Process of differential diagnosis** – behavioural assessments can also be administered in conjunction with cognitive assessments to determine if challenging behaviours can be explained by the presence of an intellectual disorder, learning disorder or giftedness.