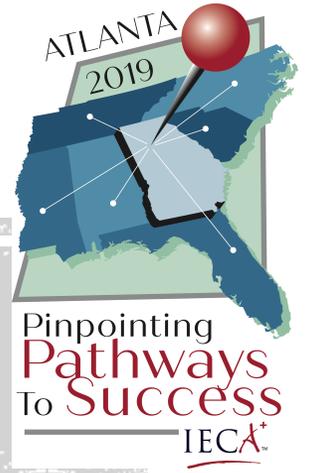


# WELCOME!

Please hold your phone camera over this code and click on the link to fill out a brief survey to help us with our presentation today



# IECA Fall 2019 Conference

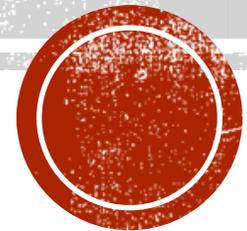


## ARCANE ACRONYMS

Todd Corelli, PhD, Clinical Psychologist

Krissy Naspo, MA, Educational Consultant, The Bertram Group

Courtney Merrill, LMFT, Admissions Director, True North Wilderness Program



# INTRODUCTIONS

Classic Peanuts By Charles Schulz



**FOLLOW ALONG OR DOWNLOAD LATER**

**[truenorthwilderness.com/handouts](https://truenorthwilderness.com/handouts)**



# LAST WEEK...

Comic Sans  
is never an  
acceptable font.  
Unless you are  
an 8 year old girl  
writing a poem  
about unicorns.



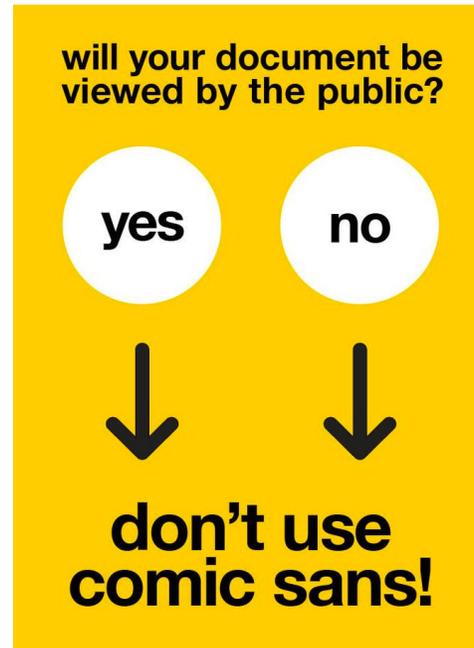
# WHAT DO I KNOW JUST FROM THE INTRO?

- When was the testing done?
- Why was the testing done?
- Who did the testing?



# ALWAYS REMEMBER...

should i use  
comic sans?



# WHERE DO YOU START?

- I'm looking for information about how she learns and processes information because...
- I'm looking for information about her mental and emotional health because...
- I'm looking for information about her relationships because...
- I'm looking for information about her safety and risk-taking because...



# IQ TESTING-BASIC DEFINITIONS

- **Verbal Comprehension (VCI):** Reflects an individual's ability to understand, use and think with spoken language. It also demonstrates the breadth and depth of knowledge acquired from one's environment. It measures the retrieval from long-term memory of such information.
- **Perceptual Reasoning (PRI):** Found in the WAIS-IV. Reflects an individual's ability to accurately interpret, organize and think with visual information. It measures nonverbal reasoning skills and taps into thinking that is more fluid and requires visual perceptual abilities.
- **Working Memory (WMI):** Reflects an individual's ability to take in and hold information in immediate awareness and then perform a mental operation on that information.
- **Processing Speed (PSI):** Reflects an individual's ability to process simple or routine visual information quickly and efficiently. It measures visual and motor speed.
- **Visual Spatial Index (VSI):** Found only on the WISC-V. Measures the child's ability to evaluate visual details and to understand visual spatial relationships to construct geometric designs from a model.
- **Fluid Reasoning Index (FRI):** Found only on the WISC-V. Measures the child's ability to detect the underlying conceptual relationship among visual objects and to use reasoning to identify and apply rules.



# IQ TESTING-BASIC DEFINITIONS

- **Full scale IQ (FSIQ):** A number that often represents global intellectual functioning. Essentially (though not literally) an average of the various index scores.
- **General Ability Index (GAI):** The GAI provides an estimate of general intellectual ability that is less reliant on working memory and processing speed than the FSIQ.

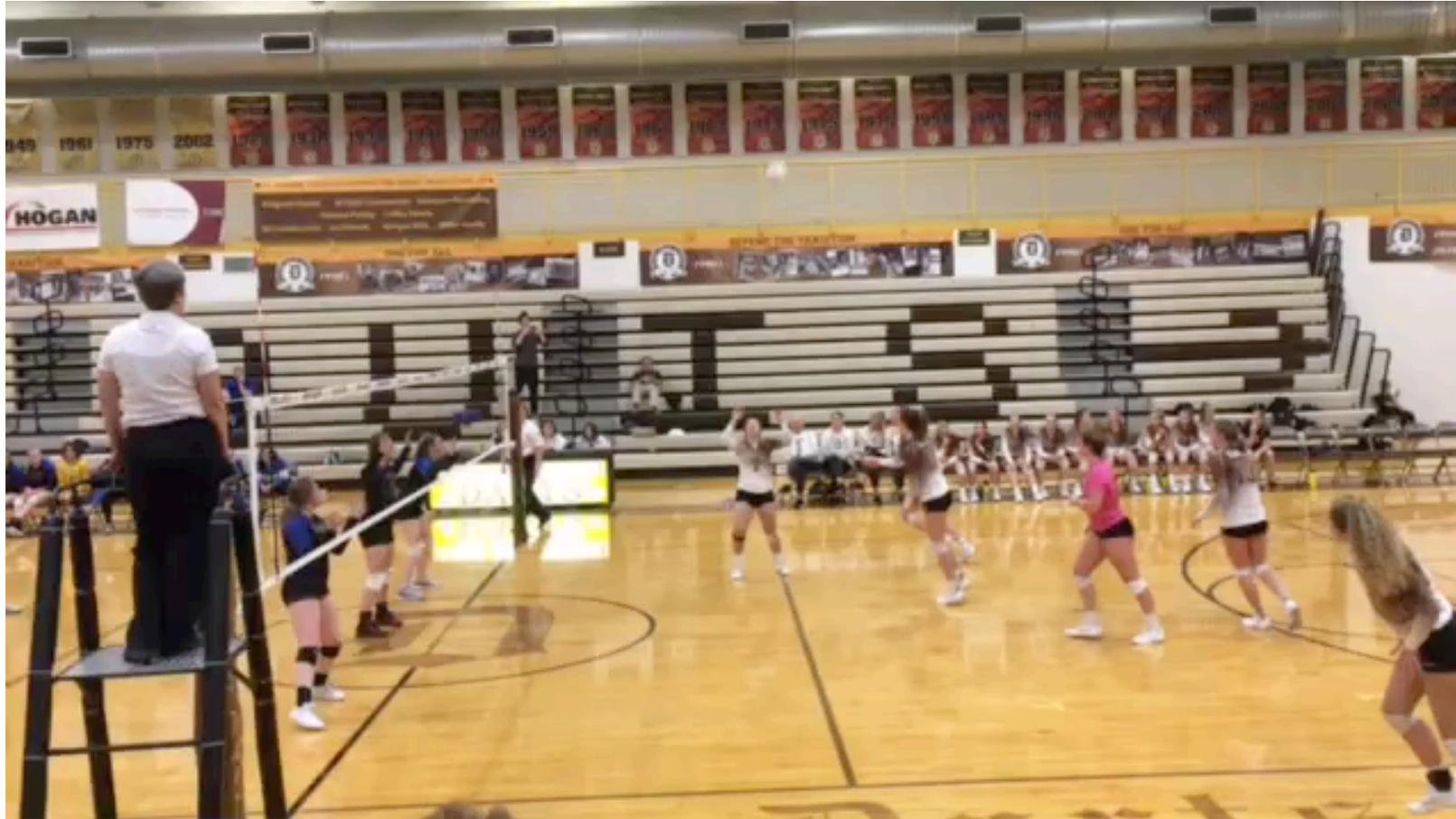


# ACADEMIC ACHIEVEMENT

- **Wechsler Individual Achievement Test (WIAT):** This is an academic achievement test, providing measures of various aspects of reading, written expression, and mathematics.
- **Woodcock Johnson** - Same as WIAT, made by a different company.



# ACHIEVEMENT



# **IQ & ACHIEVEMENT TESTING**

## **-A FEW EXAMPLES**



# POSSIBLE MATH DISORDER

## WAIS-IV

	<u>Standard Score</u>
Verbal Comprehension:	127
Perceptual Reasoning:	127
Working Memory:	105
Processing Speed:	79
Full Scale IQ:	106
General Ability:	131

## WIAT-III Composite Scores

<u>Composites</u>	<u>Standard Score</u>
Total Reading	119
Basic Reading	112
Reading Comprehension and Fluency	122
Written Expression	91
Mathematics	106
Math Fluency	73

## Individual WIAT-III Subtest Scores

<u>Subtests</u>	<u>Standard Score</u>
Reading Comprehension	125
<b>Math Problem Solving</b>	<b>115</b>
Sentence Composition	90
Word Reading	115
Essay Composition	79
Pseudoword Decoding	108
<b>Numerical Operations</b>	<b>95</b>
Oral Reading Fluency	110
Spelling	112
<b>Math Fluency-Addition</b>	<b>69</b>
<b>Math Fluency-Subtraction</b>	<b>76</b>
<b>Math Fluency-Multiplication</b>	<b>78</b>



# RECOGNIZING NLD

## WISC-V

### Composite Score

Verbal Comprehension:	113
Visual Spatial:	75
Fluid Reasoning:	79
Working Memory:	85
Processing Speed:	66
General Ability:	92



# RECOGNIZING NLD

## WIAT-III Composite Scores

<u>Composites</u>	<u>Standard Score</u>
<b>Total Reading</b>	<b>101</b>
Basic Reading	101
Reading Comprehension and Fluency	103
Written Expression	79
<b>Mathematics</b>	<b>76</b>
Math Fluency	60
Total	85



# RECOGNIZING NLD

## Processing Speed

Coding:

Symbol Search:

## Scaled Score

2

6



# RECOGNIZING NLD

Essay Composition

Write about your favorite game. Include at least 3 reasons why you like it.

I like the game Grand Theft Auto five. I like it because it has good graphics and a story line. The online mode is fun to play with friends because you can buy and customize cars, planes, and bikes and race them and just drive and live the life of a criminal.



# RECOGNIZING NLD

## WISC-V

### Composite Score

Verbal Comprehension:	113
Visual Spatial:	75
Fluid Reasoning:	79
Working Memory:	85
Processing Speed:	66
General Ability:	92



# POOR WMI & PSI

## WAIS-IV

	<u>Standard Score</u>	<u>Percentile</u>	<u>Classification</u>
Verbal Comprehension:	122	93 <sup>rd</sup> percentile	Superior
Perceptual Reasoning:	113	81 <sup>st</sup> percentile	High Average
Working Memory:	95	37 <sup>th</sup> percentile	Average
Processing Speed:	97	42 <sup>nd</sup> percentile	Average
General Ability:	121	92 <sup>nd</sup> percentile	Superior



# SLOW PROCESSING

## General Results

	<u>Standard Score</u>	<u>Percentile</u>	<u>Classification</u>
Verbal Comprehension:	141	99.7 <sup>th</sup> percentile	Very Superior
Perceptual Reasoning:	121	92 <sup>nd</sup> percentile	Superior
Working Memory:	136	99 <sup>th</sup> percentile	Very Superior
Processing Speed:	81	10 <sup>th</sup> percentile	Low Average
Full Scale IQ	126	96 <sup>th</sup> percentile	Superior



# HOW DO I USE THIS INFORMATION?

- **ECs**
  - Finding the right academic supports and learning needs
  - Helping parents understand special needs
  - Finding the right social environment
  - Understanding the ability to do insight-based work
- **Admissions**
  - Determining the right group and therapist for a student
  - Understanding the appropriateness of a student based on their ability to access the therapeutic or educational program offered in the school or program
- **Clinicians**
  - Approaching the student in a way that can reach them
  - Understanding the way the learning profile impacts their therapeutic picture (behavior, anxiety, depression, etc)
- **Educators**
  - Understanding the necessary accommodations and supports



# SPECIFIC LEARNING ISSUES

- There are a variety of tests like **OWLS, RCFT, CVLT, WRAML, and Wisconsin Card Sorting** that you might see on a report. This data isn't necessarily the most relevant other than to look at a specific learning diagnosis, which often comes from the WISC and WIAT anyway



# HOW DO I USE THIS INFORMATION?

- Certainly a diagnosis of a specific learning disorder informs school placement and accommodations. For therapeutic settings, they would be especially relevant if they are language-based and impact reading, writing, and communicating. It would be very important for a therapist to understand this type of diagnosis



# PICTURE BREAK!



# ATTENTION AND EXECUTIVE FUNCTION

- **BRIEF - Behavior Rating Inventory of Executive Function.** This is a rating scale that can be completed by the student, parents, and teachers.
- **ADHD Rating Scale - an example would be the Conners' 3.** This is a rating scale that can be completed by the student, parents, and teachers. Gives measures of inattention, impulsivity, hyperactivity.
- **DKEFS - Delis–Kaplan Executive Function System.** Used to measure a variety of verbal and nonverbal executive functions for both children and adults.
- **History** is the most critical aspect of diagnosing ADHD



# BEHAVIOR

- Tests like the BASC and Achenbach are frequently reported on
- **Conners 3** is also often used to discuss behavior
- **Substance Abuse Subtle Screening Inventory (SASSI)**: This is our best measure of substance use disorders. This helps us identify individuals that have a high probability of a substance dependence disorder.



# HOW DO I USE THIS INFORMATION?

- The narrative information contained in these scales can be very useful in terms of understanding behavior and presentation of the student. It generally contains perspectives of several different people (the student, the parents, and teachers), which can offer some helpful information for all
- This information, combined with the IQ and achievement data, may also be key in helping families who are seeking funding or reimbursement from school districts



# PICTURE BREAK!



# AUTISM SPECTRUM

- **Autism Diagnostic Observation Schedule (ADOS-2):** This is the gold standard for accurately assessing and diagnosing autism spectrum disorders across age, developmental level, and language skills
- **Social Responsiveness Scale (SRS):** Distinguishes autism spectrum conditions from other child psychiatric conditions by identifying presence and extent of autistic social impairment.



# PERSONALITY TESTING

- **Minnesota Multiphasic Personality Inventory (MMPI):** Comes in an adolescent and adult version. Broad, objective personality scale measuring a wide range of mental health and personality conditions.
- **Millon Adolescent Clinical Inventory (MACI):** Also a broad, objective measure of mental health conditions, with a special sensitivity to emerging personality disorders.



# ADDITIONAL PSYCHOLOGICAL FUNCTIONING

- **Beck Depression Inventory (BDI-II):** This is a simple measure of depression that can give us information on specific depressive symptoms as well as an overall severity of depression.



# PROJECTIVES

- **Sentence Completion (TASC)** - fill-in-the-blank sentence stems. Most of us would consider this to be our favorite test!
- **Rorschach** - A subjective, psychological test in which perceptions of inkblots are recorded and then analyzed using psychological interpretation, complex algorithms, or both. Some people believe this test can get to “underlying” issues that are objectives measures cannot.
- **Figure Drawings & House/Tree/Person**



# RELATIONSHIPS



# HOW DO I USE ALL OF THIS INFORMATION?

- **ECs**
  - It's important to know how you intend to utilize the information in the psychological part of the testing when providing information to traditional schools.
  - The psychological testing can be very helpful in providing a base for parents who are struggling to see the rationale for an out-of-home placement
  - This can also be helpful as families seek insurance coverage or reimbursement
- **Admissions**
  - The psychological profile should be reviewed carefully to determine fit
- **Clinicians**
  - The psychological testing can provide valuable insight to treatment planning. The testing as a whole can also provide a jumping-off point for further assessment and questions
- **Educators**
  - The information about a student's psychological profile impacts the ability to learn and should be considered as educators lay out goals and objectives with students

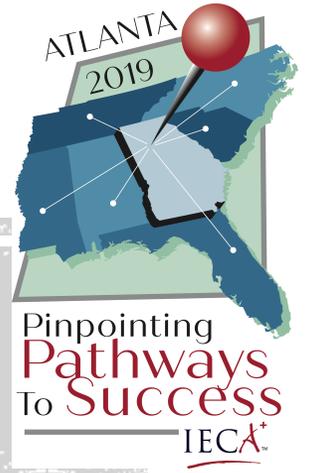


# WHEN SEEKING TESTING

- Know what information you need (refer back to previous questions)
- Consider the best environment for conducting the testing
  - What makes wilderness testing unique?
    - Nothing better to do!
    - No distractions
    - Substance free
    - Eating, sleeping, exercising
    - Several weeks of intensive therapy prior to the testing makes them more open, honest, and insightful
    - A soft seat, AC/Heat, and food!
  - The difference especially in the psychological profile can be huge



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