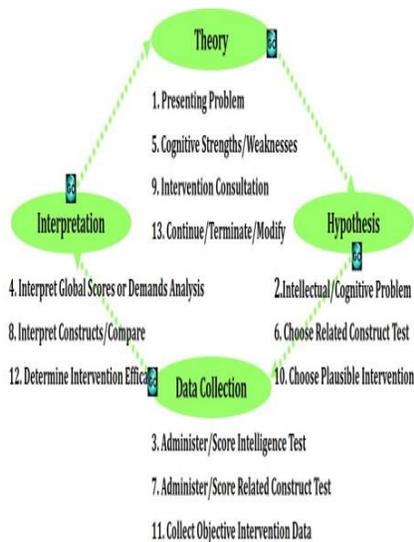
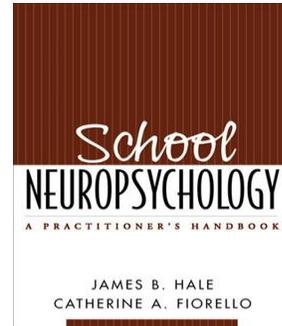


Pediatric Neuropsychological Evaluation and Intervention

At the CTBL, we use Hale and Fiorello's Cognitive Hypothesis Testing Model (CHT), first published in *School Neuropsychology: A Practitioners Handbook* to guide his neuropsychological assessment and intervention practices. CHT is a practice model that uses the scientific method (theory, hypothesis, data collection, interpretation) and a flexible neuropsychological battery the steps from assessment to intervention. Neuropsychological evaluation includes an intake session, initial testing session, a neuropsychological assessment session, and a feedback session, which then can lead to one or more intervention sessions if preferred.



Intake

During the intake, we meet with parents to gain consent and collect a detailed medical/developmental, family/social, and academic/school history from parents.

Observation/Teacher Interview

Observation in a school setting is preferred but not necessary (depending on parent request/school approval). We also interview the teacher(s) when the observation takes place, if possible. The first part of the observation is narrative recording followed by momentary time sampling of a target behavior.

Initial Testing Session

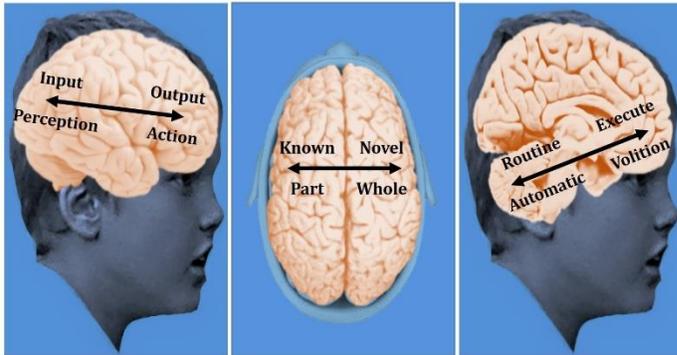
An initial testing session includes cognitive testing, academic testing, and behavior ratings. The history and school data, plus this initial testing data, are used to generate hypotheses regarding a child's cognitive strengths and weakness. Depending on the child, this can take the better part of the day.

Cognitive Hypothesis Testing Session

This second, briefer session is where the neuropsychological testing occurs. This data is used to examine the initial hypotheses and determines the accuracy of those hypotheses. In our experience,



initial hypotheses are sometimes revised or dismissed altogether based on neuropsychological test results. Having two sessions on different days ensures the child is seen twice before the report is written.



Neuropsychological Report and Parent Letter

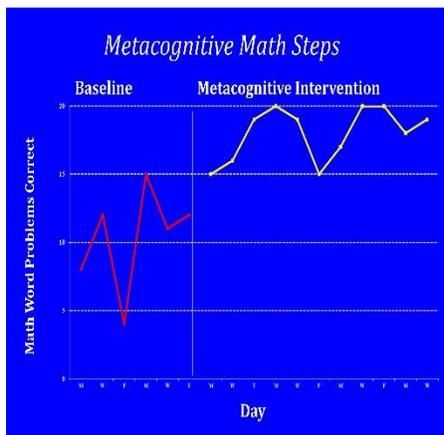
A comprehensive neuropsychological evaluation report is written and then the summary section of that report is translated into lay terminology to create the parent letter, which explains findings in a way the parent and others

can easily understand. The report typically includes many recommendations for intervention.

Feedback Meeting

After the evaluation is completed, we meet with the parents and other stakeholders to finalize the report. In his experience, some changes to the history or other data collected can result after this meeting. As a result, the draft is shared but not disseminated until finalized.

Neuropsychological Intervention



A Pediatric Neuropsychological Evaluation is not only relevant for case conceptualization and differential diagnoses, but should also guide intervention. We are able to complete the CHT process by either providing direct academic or behavioral intervention or problem-solving consultation with parents, teachers, or other stakeholders who carry out interventions (see *Academic and Behavioral Consultation* tab). We specialize in metacognitive, learning strategy, social skills, and behavior management. We also offer academic instruction in reading, writing, and math to help students overcome learning problems. Problem-

solving consultation includes Problem Identification (operationalizing the behavior), Problem Analysis, Plan Development/Implementation, and Plan Evaluation/Recycling. The intervention feedback session includes the parent and for adolescents, the child as well (if desired). This can happen at a school or clinic setting, with for instance the referring professional or multidisciplinary team, who must consider the results in making their team decisions). Please see the Academic and Behavioral Consultation section of this website for more details regarding the problem-solving consultation model.