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(December, 2003)

## Psychological and or Psychoeducational Evaluation

The purpose of comprehensive testing is to determine the current intellectual, cognitive, emotional-behavioral, and academic functioning within the developmental stage of the child/adolescent. Establishing this baseline can be invaluable as you or your child/adolescent learns and becomes even more successful in school.

### Introduction

The student will receive a comprehensive, age appropriate battery of tests, which have high validity and reliability in a comfortable environment by a psychologist with the highest credentials. Typically, the experience is most pleasant for individuals. This investment in the individual will remain throughout the formal education period and will be worthwhile for the future in learning and, equally important, in the present day-to-day skill attainment with a sense of enjoyment and success for preferred behaviors (i.e., strategies, conduct, and academic achievement). Briefly, typically, the battery of tests evaluates the following:

- ***Intellectual Ability***

The Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV) is an individually administered clinical instrument for assessing/estimating general intellectual ability of children/adolescents ages 6 through 16 years, 11 months and consists of four index scores. The four indices contribute equally to the Full Scale Intelligence Quotient (FSIQ) and represent intellectual functioning in specified cognitive domains. The new framework is based on theory and supported by clinical research and factor results. The four index scores are the Verbal Comprehension Index (VCI), the Perceptual Reasoning Index (PRI), the Working Memory Index (WMI), and the Processing Speed Index (PSI). The VCI is composed of subtests measuring verbal abilities utilizing reasoning, comprehension. The PRI is composed of subtests measuring perceptual reasoning and organization. The WMI is composed of subtests measuring attention, concentration, and working memory. The PSI is composed of subtests measuring the speed of mental and graphomotor processing.

- ***Cognitive Processing***

To assess ways in which your child/adolescent obtains, retains, and processes information, he or she will be administered portions of the Woodcock-Johnson III: Tests of Cognitive Ability developed for individuals ages two years through ninety years. Specifically, the test measures capacity of the cognitive system to process information (e.g., ability to store information and fluently retrieve it later in the process of thinking; ability to perceive, analyze, synthesize, and think with visual patterns; ability to analyze, synthesize and discriminate auditory stimuli, ability to perform automatic cognitive tasks, particularly when measured under pressure to maintain focused attention; ability to apprehend and hold information in immediate awareness and then use it within a few seconds).

Professional Membership:  
Local  
The Mental Health Association  
of Collier County

State  
Florida Psychological Association  
Florida Association of  
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National and International  
American Psychological Association  
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- ***Academic Achievement***

The Woodcock Johnson III: Tests of Achievement can be used to determine and describe the present status of an individual's academic strengths and weaknesses (e.g., reading, mathematics, and written language) with individuals ages two years through ninety years. Additionally, test results help determine how certain factors are affecting related aspects of development. The subtest results are summarized in composite scores: Total Achievement (i.e., total of tests representing the child's or adolescent's overall performance across the various achievement domains); Academic Skills (i.e., aggregate measure of reading, decoding, math calculation, and spelling of single-word responses providing an overall score of basic achievement skills); Academic Fluency (i.e., combines reading, math, and writing fluency to provide an overall index of academic fluency); and Academic Applications (i.e., measure of application of academic skills to academic problems).

- ***Emotion, Behavior, and Personality***

The Behavior Assessment System for Children (BASC) multimethod (e.g., self-report scale, teacher scale, parent scale), multidimensional (e.g., behavior, personality) approach to evaluating the behavior and self-perceptions of children aged four to eighteen, measures numerous aspects of behavior and personality, including positive (i.e., adaptive) and negative (i.e., clinical) dimensions. The Teacher Rating Scales (TRS) of the BASC is a comprehensive measure of both adaptive and problem behaviors in the school setting. The TRS assesses externalizing behaviors, internalizing behaviors, and school behaviors. The Parent Rating Scales (PRS) of the BASC is a comprehensive measure of a child's adaptive and problem behaviors in community and home settings. The PRS assesses almost all of the behavior domains that the TRS measures. The Self-Report of Personality (SRP) is an omnibus personality inventory (i.e., thoughts, feelings, attitudes, internal reactions to people and events) including composite scores in school adjustment, attitude to school, attitude to teachers, sensation seeking, social stress, self esteem, self-reliance, and personal adjustment.

### Conclusion

The estimated fee includes instrument administration of selected subtests, instrument scoring, instrument interpretation, result convergence, and comprehensive report. The report contains developmental diagnostic data collected from parent(s), a child/adolescent clinical interview, record review, a school history, behavioral observations by the test examiner, and recommendations.

Comprehensive testing is conducted to determine the current intellectual, cognitive, emotional-behavioral, and academic functioning within the developmental stage of the child/adolescent. Collecting and analyzing this data can be invaluable research as your child/adolescent lives, learns, grows, and becomes even more fulfilled as a person. Should you have questions, please do not hesitate to call the office at 239-404-9396.

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