



**DK Counseling Services, LLC**  
IMPROVING FAMILY, LIFE, KNOWLEDGE  
AND UNDERSTANDING

*"My child had a very sunny and enthusiastic personality. She was always happy and looked forward to learning new things at school and seeing her friends. I was overjoyed to see her love for learning. Over time, my child began to slowly lose her exuberance. She was doing well enough in school, but homework began to become a struggle and we argued every night about getting her homework done. She went to bed upset almost every night and I felt worried and heartbroken as it seemed I was losing my happy little girl at the time of her life when she should be the happiest. Her teachers all said that she seemed distracted and not motivated and often didn't ask for help. Her grades were inconsistent, but she was still considered to be doing ok. Her teacher told us to give her time because she would eventually catch up or may need to work harder. I continued to watch my child cry every night and didn't know how to help her." Parent of a struggling 4<sup>th</sup> grader.*



If you have a similar experience or are concerned about your child's academic, social, emotional performance and development, our **Collaborative Whole Child Assessment** can provide valuable enlightening information. This thorough screening is a first step in the identification of possible learning differences, ADHD, Executive Function deficits, and social and emotional concerns. It includes a psychological assessment (including feedback from parents and teachers) reviewed by a licensed therapist, an educational consultant and an ADHD expert, Dr. Michael Papciak, who has been caring for children and adolescents for over 30 years at his Preston Ridge Pediatrics practice. Working together, this team of experts can develop a plan for early intervention and prompt treatment.

### Unique Advantages of Whole Child Testing

- **Collaborative Review:** Once the screening is completed, the data will be processed and interpreted by a licensed psychologist. Results will be reviewed by a team of multi-disciplinarians to obtain a whole child view and make specialized recommendations and medication considerations if warranted.
- **Privacy:** Parents own the results and have control of what is/is not shared with school.
- **View of the whole child** is provided through testing.
- **Diagnostic Criteria:** School testing may not address possible concerns of attention, social & emotional issues and does not provide diagnostic criteria. and while every child could benefit from a full assessment.
- **Timely & Cost Effective:** This screen-

ing is timely and more cost effective than full psychological testing which can be very expensive and not every child needs a full assessment. Findings will be available within three (3) business days of screening with parent/child feedback session available to be scheduled soon thereafter.

- **Diagnosis** and provisional diagnoses can be made to immediately begin needed interventions to address findings of reading disorders, math disorders, attentional disorders and processing disorders.
- **Coordination of Care** —Assessment therapists are also available to personally speak with your child's primary care provider, teachers, counselors and other mental health providers that may be involved in your child's development. Coordination of care is the key aspect to progress.

### Who is Testing For?

- Children ages 6 through 16.
- Children making average grades but at the expense of their emotional health.
- Children struggling and crying at the thought of school/homework.
- Children who seem unmotivated or lazy.
- Bright children who are underachieving.
- Children who are not keeping up with their peers.
- Children who are struggling readers.
- Children who are misbehaving and display challenging class behaviors.
- Children struggling in one class but not others.
- Children who are refusing to attend school.
- Children who are doing well enough, but not performing as well as expected.
- Children who do not qualify for school-based evaluations.
- Children who experience little or no gratification from school.
- Children who are disconnected and discouraged.
- Children who experience frustration with school work and anger quickly.
- Children who experience significant changes in behaviors and mood.



### Why Test?

**Limited School Resources and Misperceptions:** While schools want to help there are limited resources. This, and the perception that many struggling students are doing "well enough," precludes them from qualifying for school-based testing. Additionally, kids can be labeled as lazy and unmotivated when really they are struggling with an undiagnosed learning difference. The result is that early interventions are not identified and implemented for many students in need of help.



**Early Intervention:** This screening assists in determining a plan of intervention for academic, emotional and attention findings. It will provide a vision for successful intervention outcomes and instills a deeper and clearer understanding of the child's emotional development and academic performance.

## Why Test? (cont'd)

**Two Prong Understanding:** Both parents and educators are enlightened as to how to assist the child by knowing the underlying causes of why the child is struggling and what may be interfering with the child's ability to learn.

**Child Enlightenment:** Children are often relieved to put a face on their problem; to find out that they simply learn differently and that there is help for them.

## What is Involved in Assessment?

A psychological standardized screening includes assessments for mental health, learning disabilities and ADHD.

Additionally, it includes assessments of intelligence, cognitive processing, academic achievement, decoding in reading, math and comprehension, all of which impact academic functioning and a child's emotional well being.

### Assessments Include:

- Measure of Intelligence and Cognitive Processing Skills
- Measure of Attention and Concentration
- Measure of Academic Achievement
- Measure of Executive Function
- Measure of Social and Emotional Functioning (Anxiety, Depression, Defiance and Atypicality)



## Collaborative Team

**Debbie Kolbrener, MA, LPC, Owner & Clinical Director of  
DK Counseling Services**

**Michael Papciak, M.D. Pediatrician/Consultant**

**Kimberly Wright, M.Ed., Learning Specialist & Educational Consultant**

**Note:** DK Counseling Services is partnering with Pedia IQ's psychological screening service to provide a view of the whole child. However, depending on the child's particular issues, additional evaluations or more comprehensive assessments may be recommended. Some children may not be suited for this screening if their needs appear to be greater than the screening will endorse. In that case, a list of psychologists performing full psychological evaluations is provided to meet the appropriate level of care.

## Screening Measures

### Screening Measures Utilized for Whole Child Testing:

- Abbreviated Wechsler Intelligence Scale for Children, 4th Edition Battery
- Wechsler Individual Achievement Test, 3rd Edition
  - Test of Variables of Attention (T.O.V.A.)
- Behavior Assessment System for Children, 3rd Edition (**BASC-3**)

## WISC IV

**WISC IV** - Use of the 4 Subsets that are researched as the most stable and least susceptible to attentional fluctuations: Block Design, Vocabulary, Matrix Reasoning and Similarities. The WISC IV will be used to measure Full Scale IQ, Perceptual Reasoning and Verbal Reasoning skills. This helps with:

- Identifying learning issues in decoding, reading comprehension and applied math..

- IQ Identification.
- Understanding of a child's learning profile.
- Assisting schools to develop appropriate learning plans and identify accommodations.
- Developing learning processes that include both strengths and weaknesses and the impact on the individual student's performance.

## T.O.V.A.

**The Test of Variables of Attention (T.O.V.A.)** is a neuropsychological assessment that measures a child's attention to screen for attention deficit hyperactivity disorder. It can:

- Objectively measure the key components of attention and self-control, variability, speed, impulsivity, focus and vigilance.
- Assist with tracking medication responses for treatment efficacy.
- Identify classroom and homework strategies.
- Provide a greater understanding of challenging classroom behaviors.

## BASC-3

**BASC-3** - A broad range of information to identify emotional and behavioral strengths and weaknesses. Measures clinical and adaptive behaviors and personalities. Provides information on clinical usage for identifying problem behaviors per IDEA for developing IEP's as well as differential diagnosis.

Strengths and weaknesses are identified in areas of leadership, social skills, studying skills, aggression, anxiety, depression, atypicality and disruptive behaviors negatively impacting social and academic success.

- Multi-perspective assessment with parent, teacher and self assessments.
- ID of depression, anxiety, self perception, aggression and oppositional defiance disorders.
- ID of atypical behaviors for evidenced-based treatments.
- Assisting clinicians in accurate diagnoses and treatments.
- Providing understanding of child's emotions/behaviors.

### DK Counseling Services

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