DESCRIPTION OF INBAL SERVICES – OVERVIEW

We offer a tiered menu of neurobehavioral assessment services so that clients can select the best starting point based on their unique situations and needs. Clients may begin services at any level and seek assessment services whenever in-depth information about individual behavior, performance, and progress is desired.

Clients may wish to seek services more frequently during times of rapid development and growth, before and/or after significant environmental changes and interventions, and during important decision-making points throughout the lifespan. Assessment data informs recommendations about parenting, education, life activities, optimal environments, and treatment plans with the goal of helping our clients achieve balance and improve quality of life.

TESTING

Psychological testing services are primarily used for diagnostic clarification. These services require an initial consultation with a psychologist and additional in-person sessions. Clients and/or caregivers also participate in feedback sessions to review results and recommendations with the psychologist and receive a written report.

Testing services are commonly used for evaluating:

- Attention-deficit/hyperactivity disorder (ADHD)
- Learning disabilities including dyslexia, dysgraphia, or dyscalculia
- Autism spectrum disorder
- Other conditions related to attention and executive functioning, learning, social-cognitive development, emotional functioning, and personality

ASSESSMENT

Targeted assessments or “check-ups” are used to obtain in-depth information about learning, attention, and memory. Most targeted assessments are completed in a single session (a “Total Academic” requires two sessions) and do not require an initial consultation with a psychologist. Assessments will not provide formal diagnostic clarification, though they can help inform diagnostic conceptualization as part of a more comprehensive psychological testing battery.

Targeted assessments:

- Improve understanding about each person’s unique academic strengths and weaknesses
- Provide standardized data about performance compared to same-aged peers
- Help inform decisions about if and/or when to pursue supplemental instruction and/or intervention
- Offer feedback about effectiveness of interventions to educators and providers
- Allow for comparisons between an individual’s performance on tests and observed behavior in natural settings

SCREENING
Behavior reviews or screenings are used to obtain standardized observational data about an individual across settings. Screenings can be completed online, and do not require a consultation with a psychologist or in-person sessions. Screenings will not provide diagnostic clarification, though they can help inform diagnostic clarification as a first step toward additional evaluation. Screenings offer a more accessible and convenient option and they can also be used to monitor concerns and progress over time.

These services may help to inform parenting or other decision-making; advocate for more advanced instruction for a child or other individual; determine academic readiness; select colleges or courses; or address other learning, attention, and memory concerns.

CONSULTATION

All consultations are held with Dr. Kathryn Leskis, INBAL Clinical Director. There are three primary types of consultations:

- **An exploratory consultation** is held without prior commitment to any services. This type of consultation is best for clients who are unsure of their specific needs, and/or wish to explore options in more detail before making decisions. During this session, clients will discuss their current circumstances and questions to receive recommendations about next steps, which may or may not include neurobehavioral assessment. Hourly client service rates apply.
- **An initial consultation** is held prior to testing services. During this session, clients will discuss individual needs and concerns and plan additional testing sessions based on unique characteristics and needs, such as age, behavioral control, schedule, transportation, medication, pain, etc.
- **A follow-up consultation** may be held weeks, months or years after services end. In a follow-up consultation, clients may wish to talk about whether re-evaluation is necessary, ask questions about next steps, or discuss progress.

TESTING SERVICES

Psychological testing services are primarily used for diagnostic clarification. These services require an initial consultation with a psychologist and additional in-person sessions. Clients and/or caregivers also participate in feedback sessions to review results and recommendations with the psychologist and receive a written report.

Attention and Executive Functioning

**Areas of function assessed**
Verbal and nonverbal intellectual functioning, visual and auditory attention, executive functioning, working memory, processing speed, and emotional functioning

**Methods**
Initial consultation with psychologist, 2-3 in-person testing appointments during the morning hours, completion of behavioral rating forms by informants

**Primary purpose**
Administered to determine whether an individual meets criteria for a diagnosis of attention-deficit/hyperactivity disorder (ADHD)
Learning

Areas of function assessed
Verbal and nonverbal intellectual functioning, visual and auditory attention, executive functioning, working memory, processing speed, emotional functioning, academic achievement (reading, writing, and mathematics), visual-motor integration, fine motor coordination, memory, and possibly visual and/or auditory processing

Methods
Initial consultation with psychologist, 4-6 in-person testing appointments primarily during the morning hours, completion of behavioral rating forms by informants

Primary purpose
Administered to determine whether an individual meets criteria for a diagnosis of a learning disability such as dyslexia (reading), dysgraphia (writing), and/or dyscalculia (math) and/or a variety of other conditions such as ADHD, nonverbal learning disabilities, weaknesses in executive functioning, and other areas of processing that interfere with learning

Social-Cognition

Areas of function assessed
Includes areas of functioning listed in the Attention and Executive Functioning testing description, and may include those listed in the Learning testing description in addition to social cognition and behavior, social communication, sensory processing, and adaptive living skills

Methods
Initial consultation with psychologist, 4-6 in-person testing sessions primarily during the morning hours (shorter, more frequent appointments may be needed depending on an individual’s level of functioning and developmental stage), and completion of behavioral rating forms by informants. May also include an additional in-depth interview with caregivers.

Primary purpose
Administered to determine whether an individual meets criteria for an autism spectrum disorder, and/or other neurodevelopmental disorders (intellectual disability, social-pragmatic communication disorder, etc.)

Comprehensive

Areas of function assessed
May include any and/or all of the areas of functioning listed in the Attention and Executive Functioning, Learning, and Social-Cognition testing descriptions in addition to in-depth assessment of emotional functioning, behavior, and/or personality

Methods
Initial consultation with psychologist, 5-7 in-person testing sessions primarily during the morning hours, completion of behavioral rating forms by informants. May also include an additional in-depth interview with caregivers.
**Primary purpose**
Administered to provide diagnostic clarification when there are multiple diagnostic considerations. Clients may wish to pursue comprehensive testing to obtain as much information as possible about current level of functioning independent of whether there is a significant clinical concern in each area of functioning.

**ASSESSMENT SERVICES**
Targeted assessments or “check-ups” are used to obtain in-depth information about learning, attention, and working memory. Most assessments are completed in a single session (a “Total Academic” requires two sessions) and does not require an initial consultation with a psychologist. Assessments will not provide diagnostic clarification, though they can help inform diagnostic clarification as a first step toward additional evaluation.

These services may help to inform parenting or other decision-making; advocate for more advanced instruction for a child or other individual; determine academic readiness; select colleges or courses; or address other learning, attention, and memory concerns. Those seeking a medical diagnosis should consult with a physician, and/or consider our psychological testing services. Some physicians require testing results to give certain diagnoses.

**Reading**

**Areas of reading assessed**
Sight word reading, decoding, reading fluency, accuracy, and comprehension

**Methods**
Completion of intake paperwork, one in-person testing appointment (approximately 2 hours), receive brief report summarizing results comparing performance to normative national samples and, when applicable, a research-based supplement that includes personalized instructional interventions and accommodations based on each person’s unique testing results

**Primary purpose**
Administered to obtain additional information about reading skills

**Writing**

**Areas of writing assessed**
Spelling, editing, fluency, essay composition, writing samples, visual-motor integration, and fine motor coordination

**Methods**
Completion of intake paperwork, one in-person testing appointment (approximately 2 hours), receive brief report summarizing results comparing performance to normative national samples and when applicable, a research-based supplement that includes personalized instructional interventions and accommodations based on each person’s unique testing results

**Primary purpose**
Administered to obtain additional information about writing and closely related skills

**Mathematics**
Areas of mathematics assessed
Numerical operations/calculation, applied math problems, math fluency, and possibly other math skills as appropriate and with sufficient time

Methods
Completion of intake paperwork, one in-person testing appointment (approximately 2 hours), receive brief report summarizing results comparing performance to normative national samples and, when applicable, a research-based supplement that includes personalized instructional interventions and accommodations based on each person’s unique testing results

Primary purpose
Administered to obtain additional information about math skills

Targeted Academic

Areas of academics assessed
Aspects of reading, writing and mathematics.

Methods
Completion of intake paperwork, one in-person testing appointment, receive brief report summarizing results comparing performance to normative national samples and, when applicable, a research-based supplement that includes personalized instructional interventions and accommodations based on each person’s unique testing results

Primary purpose
Administered to obtain additional information about a range of academic skills

Total Academic

Areas of academics assessed
Reading, writing and related skills, and mathematics as described in the reading, writing and mathematics section

Methods
Completion of intake paperwork, two in-person testing appointments (approximately 1 ½ – 2 hours), receive brief report summarizing results comparing performance to normative national samples and, when applicable, a research-based supplement that includes personalized instructional interventions and accommodations based on each person’s unique testing results

Primary purpose
Administered to obtain more in-depth information about a range of academic skills

Attention

Areas of functioning assessed
Visual and auditory attention and response control

Methods
Completion of intake paperwork, one in-person testing appointment during the morning hours (approximately 1 – 1 ½ hours), receive a brief report summarizing results comparing the client’s
performance to normative national samples, may be completed as frequently as desired and used for comparisons with and without stimulant medication

Clients should not consume caffeine prior to the appointment.

**Primary purpose**
Administered to obtain additional information about visual and auditory attention, and response control

**Memory**

**Areas of functioning assessed**
Visual and auditory memory

**Methods**
Completion of intake paperwork, one in-person testing appointment during the morning hours (approximately 1 ½ – 2 hours); receive a brief report summarizing results comparing the client’s performance to normative national samples

**Primary purpose**
Administered to obtain additional information about visual and auditory memory, may indicate eligibility for enrollment in a cognitive training program(s)

**SCREENING SERVICES**

Behavior reviews or screenings are used to obtain standardized observational data about an individual across settings. Screenings can be completed online, and do not require a consultation with a psychologist or in-person sessions. Screenings will not provide diagnostic clarification, though they can help inform diagnostic clarification as a first step toward additional evaluation. Screenings offer a more accessible and convenient option and they can also be used to monitor concerns and progress over time.

It is important to note that screenings are not a direct evaluation of the client.

These services may help to inform parenting or other decision-making; advocate for more advanced instruction for a child or other individual; determine academic readiness; select colleges or courses; or address other learning, attention, and memory concerns.

**Attention**

**Children – Conners 3**
Assesses symptoms of attention-deficit/hyperactivity disorder (ADHD), and closely related conditions, in children and adolescents between ages 6 and 18 years of age. It may be completed for a child by their caregiver and/or teacher.

**Adults – Conners Adult ADHD Rating Scales (CAARS)**
Assesses symptoms of attention-deficit/hyperactivity disorder (ADHD), and closely related conditions, in adults. It may be completed as a self-report by the client, or as an observer report by someone who knows the client well.

**Executive Functioning**
**Children – Behavior Rating of Executive Functioning, Second Edition (BRIEF-2)**

Assesses executive functions in **children and adolescents** between ages 5 and 18 years of age. It may be completed for a child by their caregiver and/or teacher.

**Adults – Behavior Rating of Executive Functioning, Adult Edition (BRIEF -A)**

Assesses executive functions in **adults**. It may be completed as a self-report by the client, or as an observer report by someone who knows the client well.

**Dyslexia**

The **Shaywitz Dyslexia Screen** is a screening measure for Kindergarten through 3rd grade students who may be at risk for dyslexia.

For children in grades 4 and up, adolescents, and adults, please see [Reading Assessments](#).