

New Leaf Clinic

Assessments and Counseling for Children and Adolescents



Jenny Dougherty, Ph.D.

Licensed Professional Counselor-Supervisor
Registered Play Therapist- Supervisor

Tracy McClung, Ph.D.

Licensed Professional Counselor-Supervisor
Registered Play Therapist

Education and Training

- Both Ph.D. graduates from University of North Texas ('06 & '07)
- Extensive training and internships in counseling, assessment and supervision
- Licensed Professional Counselor Supervisors
- Registered Play Therapists

Experience

Extensive training and use in the following assessments

- Woodcock-Johnson IV COG, ACH, OL
- Oral language (TOLD, CASL, SLDT)
- Written language (GORT-5, CTOPP-2)
- Learning Style (TIPS)
- Visual Motor (VMI)
- Emotional (Piers-Harris, RCMAS, CDI, MMPI adolescent, MCMI-A, PAI-A)
- Executive Functioning (BRIEF, Hawthorne)
- Parent & Teacher inventories (CBC, PSI)

Services- Assessments

- Psycho-educational Evaluation to identify:
 - Dyslexia
 - Oral Language
 - Dyscalculia
 - Executive Dysfunction
 - Anxiety and Depression
 - ADHD
- Gesell Developmental Observation-Revised for:
 - Kindergarten Readiness
 - Developmental Delays

Services- Counseling and Supervision

- Supervision
 - Licensed Professional Counselor- Interns
 - Those pursuing Registered Play Therapist credential
- Counseling
 - Oral Language, LD, and Executive Dysfunction
 - Play Therapy
 - Parenting

Unique Approach

- Counselors: unique among “assessment” professionals
- Focus on relationship building with clients and parents
 - importance of gathering a good history and preparing parents to receive feedback
 - getting the “best” from our clients (initial relationship and on-site administration)
- Consider emotional factors
- Parent and Professional-friendly reports
- Team approach to administration and conceptualization
- Great relationships with our professional referrals
- Available for school meetings with parents and teachers

Assessment Process

- Both parents attend developmental interview
- Both parents complete assessments
 - BRIEF
 - PSI
 - CBC
 - ADDES
- Two teachers complete assessments
 - BRIEF
 - CBC-TRF
 - ADDES

Case Review- Background & Family History

- Sarah- an 11 year, 6 month old girl, blended family
- Reportedly met all developmental milestones WNL
- Significant family history of ADHD and Dyslexia
- Previous assessment: ADHD dx and medicated, no LD Identification

Case Review- Academic & Family History

- Medical/Developmental History
 - 40mg Concerta
 - .1mg Clonidine
 - Flushes medication due to symptoms of upset stomach
- Academic history includes
 - Rich phonics instruction at a rigorous private school
 - Some accommodations, No modifications at school
 - Started having difficulty in 1st grade with reading; testing in 2nd grade
 - Homework takes 2-3 hours to complete
 - Tutoring for 2 years
 - Mostly Bs, some Cs
 - Falling behind in classes

Characteristic Profile of Dyslexia – Revised 2014

NAME: Sarah

DATE OF BIRTH: 4/2003

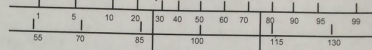
AGE: 11y 6m

SCHOOL:

DATE OF TEST: 11/2014

GRADE: 6th

Percentile
Standard Score



UNDERLYING CAUSE:

PHONOLOGICAL PROCESSING

PHONOLOGICAL AWARENESS

El = 85 BW = 90 Pl or SM = 120

Phonological Memory

RAPID NAMING

LETTER KNOWLEDGE

BELOW AVERAGE Below 90	AVERAGE 90 - 110	ABOVE AVERAGE 111+
CIDPP L85		
CIDPP T10		
CIDPP T9		
	TIPS	

CHARACTERISTICS

DECODING

WORD RECOGNITION

ORAL READING FLUENCY

SPELLING

RATE
ACCURACY

WJIV		
WJIV		
	GORT 90	
WJIV 82/98		
WJIV		

OUTCOMES: Variable Impact

READING COMPREHENSION

Written Expression

80 GORT		
	WJIV	

COGNITIVE/ACADEMIC ABILITY

	NJGIA	
	101	

COEXISTING COMPLICATIONS OR ASSETS

Oral Language

Attention

Mathematics

Handwriting

Behavior / Emotions

COMPLICATION	ASSET
	TOLD/CASEL
P/T R/medicated	
WJIV	
VMI Motor	
C/P Self	

*Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. Lyon, G.R., Shaywitz, S.E., Shaywitz, B.A., (2003b). A definition of dyslexia, *Annals of Dyslexia*, 53, 1-14. Adopted by the Board of Directors, International Dyslexia Association, November 2002.

Case Review

- Significant parent/child relationship struggles
- Significant difficulty in Latin
- Long-standing history of difficulties even with significant support
- Didn't reach Basal on the *GORT*
- *GORT* classic Dyslexic errors
- *GORT Comprehension*
- *CTOPP- Alternative Phonological Awareness* **76**
- *WJ IV COG Phonological Processing*
 - *Word Access*- embedded sounds
 - *Word Fluency*- strong
- Symptoms of Anxiety

Update

- Began receiving Academic Language Therapy immediately
- Changed medication and responding well
- Changed schools; receiving more accommodations and modifications
- Active socially and in extracurricular activities
- Significant improvement to family life and relationships
- “Good grades” and feeling confident in school

Thank you!

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