

Clinical professionals, treatment programs, and educational institutions request Psychological Testing to aid in treatment planning and ensure they are accepting students for whom they can be most helpful. Psychological Testing is an essential part of effective treatment planning.

Level I: Standard Psychological/Diagnostic evaluations include clinical interviews, testing of cognitive and personality characteristics, a write-up of test results, and consultation with the therapist and consultants. Standard testing includes:

- **Cognitive Testing:** IQ and Achievement testing to determine the strengths and weaknesses of a person's thinking. General assessment of eleven domains including: general awareness, attention, verbal comprehension, visual-spatial ability, computation, abstract thought, impulsivity, problem solving, social comprehension, and judgment. Rule out gross learning disabilities.
- **Emotional:** Assess emotional functioning and assess for depression, anxiety, deficits in identity formation, obsessive/compulsive disorders, and sleep disorders. Assess personality functioning. Obtain data regarding developmental and emotional age. Obtain data regarding family dynamics.
- **Behavioral:** Evaluate substance abuse. Evaluate for trauma and abuse. Evaluate for risk of self-harm, aggression, and treatment compliance or flight. Detect malingering, deceit, and exaggeration. Screen for behaviors that are high risk, illegal, or violate the rights of others or major social values. Rule out thought disorders and screen for organic impairment.
- ***Executive Functioning:** We believe every student's EF skills should be evaluated in a Standard Psych Evaluation. EF development is highly correlated with outcome, and should be included into treatment planning. Executive Functioning assessment evaluates: accountability, self-regulation, problem solving, planning, organization, inhibition, meta-cognition (self-awareness), communication, and working memory.

Level II: Comprehensive Neuropsychological Evaluation is used when there is evidence to suggest neurological problems like: ADHD, Dyslexia, Autism-Spectrum, Nonverbal Learning Disorder, alcohol or drug related damage, brain injury or concussion, or other neurologic conditions.

Neuropsychology is the unique integration of genetic, developmental, and environmental history with extensive testing data to better understand brain functioning. While Standard Psych testing can diagnose a condition like ADHD based upon behavior; Neuropsychological testing can specify the origin, severity, and development of a disorder and then customize recommendations to create a specific treatment plan.

Building upon the Standard Evaluation, Neuropsychological Assessment assesses: Attention and Concentration, Verbal and Visual Memory, Auditory and Visual Processing, Visual-Spatial Functioning, Language and Reading skills, Phonology, Sensory Integration, Gross and fine motor development and Executive Functioning. Collateral information and Behavioral Assessment is sought from parents, educators, doctors, and therapists when appropriate.

Dr. Parth Gandhi, Ph.D. received his doctoral education in Clinical Neuropsychology from Brigham Young University. While there he was able to research and publish in Developmental Psychology, Neuropsychology, Neuro-imaging, Family Systems, and Leadership Development. In Manhattan, he continued post-doctoral training at Columbia's Presbyterian Hospital in Neuropsychology. Since 2004, he has been a program consultant and consulting Neuropsychologist to wilderness and residential treatment centers across the country and has traveled internationally to give presentations and see clients. Previously he was the Chief Psychologist at the Aspen Institute. Dr. Gandhi is a policy advocate at the local and national levels. Academically and Clinically, he continues to focus on Neuropsychology, Interpersonal Development, and Executive Functioning Development. He was previously the principal investigator for a CDC study on Brain Development after Injury. Currently he is researching Executive Functioning development in emerging adults. He is the author of the *The Leader's Path - EF Development in Emerging Adults*©, and currently writing a Workbook for EF Skill Development.