**Job Corps Educational and Psychological Assessment Guidelines**

Providing educational and psychological testing is NOT considered part of the routine tasks of the Center Mental Health Consultant (CMHC) and is NOT accounted for in the PRH required hours/100 students/week. Students who need educational and psychological testing to document suspected Learning or Cognitive Disorders or Attention Deficit Hyperactivity Disorder (ADHD) should be referred to vocational rehabilitation or other appropriate agency. For centers that have public school or charter school partners, the center may be able to access appropriately trained and qualified staff to assist with the assessments (i.e., school psychologists).

These guidelines are for appropriately licensed and trained CMHCs (or practicum students/interns under their supervision) who elect to be involved in the assessment of educational and/or psychological difficulties on center. Evaluations to document any mental health or learning disorder must meet community standards and be included in the Student Health Record.

**Learning Disabilities and other Cognitive Disorders**

**Who would conduct this assessment?** Primarily CMHCs who are licensed psychologists (interns or practicum students under their supervision)

**Necessary Elements of Assessment:**

* Systematic teacher report documentation
* Student is significantly underachieving in area of concern
* Summary of student’s response to interventions in the classroom
* Current measure of intelligence (Wechsler Adult Intelligence Scale ; Stanford-Binet ; Woodcock Johnson Tests of Cognitive Ability )
* Older and outdated editions of the measures above or IQ screening measures (e.g., Wechsler Abbreviated Scale of Intelligence, Kaufman Brief Intelligence Test, etc.) are NOT acceptable. Must use current editions.
* If state laws do not allow administration of intelligence tests for minority groups due to test bias, please follow appropriate community standards for determining cognitive abilities
* Measures of academic achievement (e.g., **select subtests** from Woodcock Johnson Tests of Achievement; Wechsler Individual Achievement Test; Wide Range Achievement Test); or other normed and validated measure of academic achievement
* Must use the current editions of the measures above.
* Provide at least two data points (which can include TABE results) indicating significant deficit in identified area
* Additional neuropsychological tests, if appropriate, as determined by the evaluator. These may include tests for the following areas:
* Language
* Perceptual-motor skills
* Coordination
* Attention
* Memory

**Attention Deficit Hyperactivity Disorder (ADHD)**

**Who would conduct this assessment?** Primarily CMHCs (interns or practicum students under their supervision) or Center Physicians with specialized training in ADHD assessment.

**Necessary Elements of Assessment:**

* Individual must meet ADHD criteria in current Diagnostic and Statistical Manual (DSM)
* Assessment must document evidence of current impairment in two or more life settings (academic, social, vocational)
* Acceptable tests include Norm Referenced Rating Scale, self-report and/or observer report format (e.g., Conners’ Rating Scale—adult or child/adolescent version; The Barkley Adult ADHD Rating Scale; Brown ADD Scales)

**Note:** If there are confounding presenting symptoms then a more thorough evaluation should be conducted to rule out other disorders. This may include tests of cognitive functioning, achievement, personality, and continuous performance.

**Psychiatric and/or Emotional Disorders**

**Who would conduct this assessment?** Primarily CMHCs (interns or practicum students under their supervision) Center Physicians, Nurse Practitioners or Physician Assistants with special training in psychological and/or psychiatric assessments.

**Necessary Elements of Assessment:**

* Include a clear diagnosis based on current DSM
* Document the history of impairment
* Provide information on mental status exam and current functional limitations
* Confirm that the symptoms are not due to another disorder, such as a learning disability or ADHD