



## Learning Evaluations

An evaluation is an opportunity to explore how one learns. Although usually done when a child or adult is experiencing some kind of learning difficulty, evaluations can help anyone understand more about how they learn.

**WHY** do we conduct learning evaluations? To find out how a student learns in order to create individualized instruction plans, to determine whether special services are needed, and to monitor progress.

**WHAT** do we assess? A psychoeducational evaluation should include measures of cognitive, linguistic, academic, and social/behavioral/attentional skills. Some students may need psychological and/or neuropsychological evaluations.

**WHEN** should an evaluation be done? All too often, evaluations are not performed until failure occurs, at school or on the job. It is important to find out how a student learns so parents and professionals can plan effective interventions and strengthen self-esteem.

The many people—both children and adults— who come to the Stern Center for evaluations have differences ranging from mild learning problems to complex learning or social disabilities. This range includes:



- Learning style differences, including gifted learning styles
- Specific learning disabilities including dyslexia, language-learning disabilities, and non-verbal learning disabilities
- Attentional difficulties including attention deficit hyperactivity disorder
- Social or adaptive behavioral problems, including autism specific differentiated diagnosis
- Neurological handicapping conditions

**If you are concerned about a learning or attentional difficulty, the Stern Center can evaluate the problem and make recommendations for instructional needs.**

### For More Information



Please contact the **Stern Center for Language and Learning**  
**Evaluations Intake Scheduler** at [dagostino@sterncenter.org](mailto:dagostino@sterncenter.org) or call 1-800-544-4863



... BECAUSE ALL GREAT MINDS DON'T THINK ALIKE



## What steps are involved in the evaluation process?

### 1. Initial Contact with the Stern Center

When you call, our Diagnostics Program Assistant will gather information regarding the student and areas of concern, explain the evaluation process, and schedule an appointment or evaluation.

### 2. Informational Questionnaires

To help in the diagnostic process, we ask that parents or adult students complete informational questionnaires. For children, we also suggest that their teachers complete questionnaires.

### 3. Pre-Evaluation Conference

On the day of the scheduled evaluation, the parents or adult student meet with the diagnostician to review relevant background information and clarify areas of concern. The diagnostician may then also contact school personnel to obtain relevant information regarding the individual's current school performance.

### 4. Evaluation

Because each student has special, individual needs and we provide a comprehensive assessment, we typically request that an entire day be set aside for testing. Evaluations are usually completed in five-to-six hours.

### 5. Post-Evaluation Conference

Following the testing, the student and/or the student's parents meet with the diagnostician to discuss preliminary findings from the diagnostic process.

### 6. Written Report

The evaluation includes a comprehensive written report to the parents or adult student detailing test results and recommendations. This report is completed within approximately four to six weeks.

## Types of Evaluations

### Psychoeducational

- Cognitive
- Linguistic
- Academic

### Psychological

### Social Thinking®

### Neuropsychological

### Autism Spectrum

## Additional Services

### Record Reviews

### Diagnostic Teaching

**Stern Center Evaluators partner with students, parents, teachers, and medical professionals to help students reach their full potential.**



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