

YALE ACADEMIC SKILLS CLINIC

PROGRAM PHILOSOPHY

The goal of Yale University's Academic Skills Clinic is to provide diagnostic services for children who may present with complex profiles that interfere with language and learning. Our philosophy is that children with complex needs deserve to have meaningful attention directed towards academic achievement. Moreover, we are committed to the belief that academic progress will occur most efficiently when each child's unique strengths and needs are well understood.

WHAT WE DO

Typically, our evaluation begins with a thorough review and synthesis of existing records. These records may include testing results and IEPs (Individualized Education Programs) from the school, reports from other professionals who have evaluated your child, and pertinent medical records. Your first visit to the Academic Skills Clinic will be a parent/guardian meeting lasting approximately two hours, conducted without your child present. At this meeting we will discuss our impressions from the record review and will obtain a more detailed description of your concerns. Information about your child's physical development, adaptive behavior, communication skills, daily living skills, social skills, and social-emotional development will be obtained at this time. Following the parent interview, an individualized assessment plan will be created, if deemed appropriate. In some cases, the evaluation process may terminate at this point, if all parties agree that additional testing is not necessary or should be deferred.

The next step, our direct evaluation of your child, will occur over several appointment days. We will make every effort to schedule sessions in such a way that your child's best performance is obtained. In addition, we may find it desirable to speak directly with your child's teacher(s) and/or to perform a classroom observation. The purpose of each of these diagnostic activities is to develop a comprehensive case portfolio of your child's strengths and areas of

need that will help us to develop an effective academic intervention program.

After the document review, parent interview, testing, teacher communication, and/or classroom observations have been completed we will schedule a one to two hour feedback meeting, again without your child present. At this final meeting, you will receive a draft report that will summarize our impressions and will present our provisional recommendations. For older children, a separate feedback session may be scheduled to engage your child directly in the planning process.

A comprehensive psychoeducational report will be mailed to you within four weeks of this meeting that will incorporate all of the information we have collected and analyzed, including perspectives obtained during the feedback meeting itself. As part of this report, we will provide specific recommendations for treatment goals, treatment approaches, and/or additional support services that we feel are most appropriate. Put simply, our goal is not merely to *test* but to prepare an academic action plan that we feel is in the best interest of your child.



Who We See

The Academic Skills Clinic works with children and youth from pre-kindergarten to college age who are experiencing or are at significant risk for academic difficulties. Children with a wide range of profiles may fit under this broad umbrella. These include, but are not limited to, the following:

- Children diagnosed with a specific learning disability in one or more academic areas
- Children with gifts and talents, with or without academic difficulties
- Children with academic difficulties that are secondary to other developmental or genetic disorders (e.g., ADHD, Asperger's Disorder, Fragile X, Turner's Syndrome)
- Children adopted from overseas
- Children with speech or language difficulties (e.g., childhood apraxia of speech, specific language impairment, phonological disorder)
- High school and college students with a history of learning difficulties who are struggling academically

Who We Are



Elena Grigorenko, Ph.D.

Dr. Grigorenko received her Ph.D. in General Psychology from Moscow State University, Russia and her Ph.D. in Developmental Psychology and Human Genetics from Yale University. Currently, Dr. Grigorenko is Associate Professor of Child Studies Epidemiology and Public Health, and Psychology at Yale, USA and Adjunct Professor of Psychology at Moscow State University, Russia. Dr. Grigorenko's research focuses on understanding the cognitive texture and etiology of language and learning disabilities.



Sara Sparrow, Ph.D.

Sara S. Sparrow, Ph.D., is Professor Emeritus and Senior Research Scientist at Yale University's Child Study Center and Department of Psychology. She received her Ph.D. in clinical psychology and neuropsychology at the University of Florida. Her main research interests involve the assessment of adaptive behavior, autism spectrum disorders, mental retardation, child neuropsychology, and other developmental disabilities.



Lesley Hart, Ph.D.

Dr. Hart received her Ph.D. in cognitive psychology from the University of Pittsburgh, with a concentration in neuroscience through the Center for the Neural Basis of Cognition. Currently, Dr. Hart is an Associate Research Scientist at the Yale University Child Study Center. Her research interests focus on reading development, skilled reading performance, and impairments in language and reading processes.



Susan Felsenfeld, Ph.D.,

CCC-SLP

Dr. Felsenfeld received her Ph.D. in Communication Disorders and Behavioral Genetics from the University of Minnesota. She is currently an Associate Professor of Communication Disorders at Southern Connecticut State University and is an Assistant Clinical Professor at the Yale University Child Study Center. Her research focuses on identifying etiological factors that increase risk for developmental disorders of speech, particularly phonological disorders and stuttering.



Tina Newman, Ph.D.

Dr. Newman received her doctorate in School/Applied Child Psychology from McGill University in Canada. Dr. Newman is currently an Associate Research Scientist at the Yale University Child Study Center. Her clinical and research interests are in assessment and intervention with children who have individual learning needs, including learning disabilities, ADHD, and giftedness. Dr. Newman is particularly interested in children with double exceptionalities (e.g., giftedness and learning disabilities) and circumscribed interests in autism spectrum disorders.

Program Fees

Initial consultation with parent(s) or guardian(s), including record review: \$400

(anticipated duration: 1 to 2 hours)

Record review only, with one-hour feedback session: \$400

Individual evaluation sessions with child: \$350 per hour

(average number of hours of testing ranges from 5 to 10, depending upon the needs of each child)

Report writing time: \$200/hour

(five-hour maximum)

Final feedback session with parent or guardian; may include older children *(optional)*: \$400

Final feedback session for older children without parents present *(optional)*: No charge

Additional information gathering sessions as needed *(e.g., classroom observations, school visits)*: \$175/hour

Child advocacy activities *(e.g., presence at school PPT meetings)*: \$175/hour

Payment is due at the time of each meeting, with any balance remaining due at the feedback session.

Payment plans are available.

Scheduling an Appointment

Please call 203-785-4239 to speak with our clinical coordinator Ms. Cheri Stahl. (Alternatively, you may email Cheri at cheri.stahl@yale.edu). She will obtain information about your child, discuss payment alternatives, and send you the packet of information to complete and return. When this information has been returned, you will be contacted by one of our staff professionals within two weeks to initiate the evaluation process.



**YALE CHILD STUDY CENTER
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Please visit our website:

<http://www.yale.edu/eglab/>