Implications of Neuropsychological Functioning on Treatment

Paul Connor, Ph.D.
University of Washington
Private Practice Des Moines, WA USA
paul@connornp.com
www.connorneuropsychology.com

Let’s Talk
Adults with FASD Preconference
April 18, 2018
Neuropsychological Assessment when Diagnosing FASD

• Focus is on:
  – Establishing the individual’s current pattern of cognitive impairments
  – Establishing a historical pattern of similar cognitive functioning

• These patterns of deficit are critical in rendering a diagnosis of an FASD
Focus on the Impairments

- IQ
- Visual/Spatial
- Attention
- Processing Speed
- Motor
- Executive Function
- Academic
- Memory
- Suggestibility
- Ability
- Low Structure
- Report
- High Structure
- Adaptive Function
- Processing Speed
- Adverse Function

IQ
- Visual/Spatial
- Attention
- Executive Function
- Motor
- Academic
- Memory
- Suggestibility
- Ability
- Low Structure
- Report
- High Structure
- Adaptive Function
- Processing Speed
- Adverse Function
Focus on the Impairments


Standard Deviations (mean = 0, sd = 1)

IQ  Visual/Spatial  Attention  Processing Speed  Motor  Executive Function  Memory  High Structure  Low Structure  Ability  Report

Current Testing  Average  Deficit  Expect by IQ
Focus on the Strengths

Standard Deviations (mean = 0, sd = 1)

- IQ
- Visual/Spatial
- Attention
- Executive Function
- Memory
- Processing Speed
- Motor
- Academic
- Processing Speed
- High Structure
- Low Structure
- Suggestibility
- Ability
- Report

Current Testing
Average
Deficit
Expect by IQ
Use of Neuropsychological assessment to Guide Treatment

• The individual’s pattern of neuropsychological functioning can also give ideas on how best to work with them therapeutically
Better Language-Based Learning and Memory

<table>
<thead>
<tr>
<th>Standard Deviations (mean = 0, sd = 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IQ</td>
</tr>
<tr>
<td>----------------------------------------</td>
</tr>
<tr>
<td>High Structure</td>
</tr>
</tbody>
</table>

- Current Testing
- Average
- Deficit
- Expect by IQ
Learning and Memory

• Differential learning/memory strengths
  – If verbal provide language based instruction
  – If visual, use pictographic cues and write down information
  – For both, role play and practice
Better on High Structure Tasks

Executive Function

- High Structure
- Low Structure
- Adaptive Function

Standard Deviations (mean = 0, sd = 1)
Does Better on High Structure Executive Functioning

• When tasks are well structured and concrete, they can able to do better
Potentially Benefit from Medications for Attention/Impulsivity

- Standard Deviations (mean = 0, sd = 1)
  - IQ
  - Executive Function
  - Motor
  - Attention
  - Memory
  - Visual/Spatial
  - Academic
  - Adaptive Function
  - Motor

Informant

- Current Testing
- Average
- Deficit
In Conclusion

• The neuropsychological evaluation provides more than just diagnostic information
• It can focus on both strengths AND weaknesses
• It can be used to help tailor treatment strategies
  – To maximize strengths
  – To minimize the impacts of weaknesses
Paul Connor
20205 2nd Ave S
Des Moines, WA 98198
paul@connornp.com
(p) 206-940-1106
(f) 206-400-2764