



Learning Differences and ADHD Testing



Your Initial Consultation

Seeking private Learning Differences and ADHD Testing, especially if there is uncertainty about the best way to proceed, is an important decision.

- We listen carefully to you about your student's unique learning story.
- We will explain the no-cost options that are available through your local school district
- We will help you determine whether private testing is the best way to invest your time and financial resources.

Assembling The Learning Differences and ADHD Testing Team

We will determine the best combination of testing professionals for your circumstances. We combine:

- Your answers to a student/family history questionnaire to further illuminate historical and current school and home circumstances.
- Our extensive experience in working with a wide range of learning profiles resources.

A Typical Testing Experience

Before the first meeting, our testing team members will connect with your student's school. We'll:

- Collaborate with the educators that work with your student to discern long-term patterns that offer clues to her/his learning profile. This very often includes on-campus observations.
- Try to take care to greet the student first when you arrive. Our goal is to clearly communicate that testing is a process of self-discovery with a caring partner and not some thing that is just being done.
- Show your child around the office to further his/her comfort with the idea of testing and the specialists that will conduct it.

We are keenly attuned to making things comfortable, so taking time for breaks, chatting and listening to your child is an automatic part of our interaction during testing.



At the first meeting we learn more about your child's interests firsthand, leading to communication with all members of the testing team.

- Members of the team will speak to one another continuously so that important insights and observations are shared.
- The team collaborates with each other throughout the process of testing so that each team member knows that "Matthew has a difficult time sustaining his attention for long periods of time" or "Erica is sometimes slow to warm."

We make the process of self-discovery through testing comfortable.



Building A Learning Profile

Once the testing sessions are complete, the testing team collaborates to share observations and test data.

- We create a unified understanding of learning profile strengths and challenges.
- We determine the most useful ways to fully communicate that profile to parents, educators and the student.



The Follow-Up Conference

All testing team members that worked with your child attend the follow-up meeting to share what has been learned. This is perhaps the most important part of the testing process. We:

- Help families and students to understand why certain school-related tasks might be challenging.
- Lay the groundwork for two very important next steps: planning to meet student challenges and also celebrating student strengths.
- Outline a specific plan and recommendations that are easy to understand and can suggest immediate action.
- Provide a comprehensive report, a summary letter to share with the school, and easy to read handouts, which outlines our testing summary.

Our unwavering goal is for students and families to leave the conference with an overwhelming thought that “I (we) finally understand how I (so and so) learn(s)” and now know what we can do. Sharing testing insights in a relatable, supportive way, more often than not, leads to feelings of relief, mutual understanding and confidence.



Testing That Leads to Understanding, Confidence, and Progress

QWERTY provides consultations and personalized Learning Differences and ADHD Testing for young children, school-age children, teens, and adults. Our testing process emphasizes a balance of understanding of a student's strengths and areas for growth. Working collaboratively and partnering together as a team, we will uncover your student's learning profile to help them become more self-aware, engaged and resilient.



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