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**Information about ADHD/ADD and Learning Disability
Assessment College, Graduate students, and Professionals**

Fees for 2024

My testing fees are comparable to other psychologists who do comprehensive testing. I perform comprehensive testing because the reports are the most useful and they meet the documentation requirements colleges, graduate schools, testing agencies, and organizations such as the Bar Association. In recognition of the quality of my services, I am endorsed by the Learning Disabilities Association of Washington.

I charge \$250/hour. Evaluations take me a minimum of 14 hours and I charge for 14 hours even if it takes me longer than that. The fee is \$3500 and includes:

- (1) A one hour long background interview. If you have a parent or other family member who knows about your developmental or educational history, it is highly preferable to have them attend the interview. If you have a partner, long time roommate, or spouse, it is good for them to join the interview, as well. We can use telehealth for people to join from other locations.
- (2) 1 ½- 2 ½ hours intellectual assessment (Wechsler Adult Intelligence Scale-4th Edition)
- (3) 1 ½ -2 ½ hours individual achievement assessment (Wechsler Individual Achievement Test-4th Edition).
- (4) Administration and scoring of standardized questionnaires (if ADHD/ADD is suspected).
- (5) 6-9 hours of test scoring, record review, interpretation, and report writing).
- (6) A 1-1 ½ hour long interpretive feedback session to go over the written report and recommendations.
- (7) A 6-11 page-long report

The reports themselves include the usual background information and test results as well as detailed and practical recommendations. I also document functional impairment and areas of disability to substantiate the accommodations and modifications I request in accordance with the Americans with Disabilities Act.

Frequently Asked Questions

1. How do I prepare for testing?

a. **Get your documentation in order.** Although it may be hard to locate all your past progress reports/report cards, past evaluations (private or by the school system), and standardized testing results, bringing copies of these materials is very important in getting the most out of the testing process as well as for me to make the most accurate diagnostic decisions.

b. **Get information from people who know you well.** If your parent help is available to you in getting information about your educational and developmental history, have one of them attend the initial interview. If possible, ADHD is part of the referral question and you have a partner, spouse, or long time roommate, ask them to attend the interview. If attendance is not possible, ask them to write you an email with observations of possible symptoms. Have parents write about any school difficulties, past I.E.P.s, etc.

2. Are there a smaller number of tests that can be given?

This is a very understandable question because testing is expensive and health insurance coverage is unreliable. Unfortunately, there is no quick or cheap way to diagnose a learning disability or ADD/ADHD. And practically speaking, a shorter battery of tests will also not satisfy legal requirements to determine eligibility for special education services at schools or accommodations for standardized tests.

Comprehensive testing is unique in that it provides information that other sources cannot provide. There are parts of the process that are quite monotonous and time consuming for the psychologist, as well, which seems to be one of the main reasons that most psychologists do not provide the services. However, I have always enjoyed testing for the rich and useful information it provides.

3. Will insurance reimburse me for the testing?

Many insurance plans cover at least a portion of the testing fees and some cover it well. Unfortunately, Molina, Apple Health, Medicare, and Medicaid, in my experience do not cover this kind of testing.

I have a fee for service practice. This means that one half of the total testing cost is due at the initial visit and the remaining half is due at the feedback meeting. Any funds from insurance coverage will go to you after the claims have processed.

I highly recommend that you call insurance to get an estimate of your coverage.

Questions to ask include the following:

1. Do I have out-of-network coverage?
2. Do I have coverage for psychological testing (CPT codes 96130/96131, 96136/96137*).
3. If yes, what is the coverage?
4. Are there limits on the number of visits or hours of testing?

5. Are there any diagnostic exclusions? For example, is testing for educational purposes excluded?
6. If your insurance asks for a diagnostic code, the most common suspected diagnoses that I work with are F90.x (ADHD) and F81.x (Specific Learning Disorder).

However, it is important to know that insurance plans are not legally obligated to honor the benefits estimates that they provide to you. This is the main reason I no longer participate in any insurance networks or bill insurance. In 21 years of private practice, it has only gotten harder to get accurate insurance estimates.

My advice to you is to not rely on the possibility that insurance will pay anything for this evaluation. It is a sad reality, especially in the last 4 years.

4. What information is obtained from testing?

The amount of information obtained from testing varies somewhat depending on the amount of available background information as well as the strength of the patterns that emerge from all the data (background information, my observations during testing, and the results of the tests).

At a minimum, testing answers the following questions:

1. Does the student meet criteria for a learning disability or ADHD?
2. What is the area of disability?
3. Does the student appear to meet eligibility criteria for an accommodations/modifications plan?
(I used the phrase, "appear to meet" because the evaluation is used as one criterion, albeit a very large one, in the eligibility determination process by the district, university, or testing organization).
4. What are some factors that appear to be contributing to disability?
5. What are the student's strengths and weaknesses?
6. What are some things we can do to help?