

Our current School Psychologists are:

*Carmen Gietz
and
Crystal Roberts*



Setting

During the assessment sessions, your child will spend time doing games, puzzles and other assessment activities with the school psychologist. This usually takes place in our office at Student Support Services. The office provides a quiet and confidential environment in which to assess your child.



Things to Consider

- Try to avoid using the term “testing” when talking to your child about the assessment process. Some children get anxious or nervous about taking tests. Instead, tell them they will be doing some activities and puzzles as well as a little school work in order to find out how they learn best.
- It is not necessary for you to remain at Student Support Services with your child during the assessment.
- It is recommended that your child has a good night’s sleep and a nutritious breakfast.
- If your child wears glasses, ensure they bring them on the days they will be meeting with the school psychologist.
- If possible please provide your child with a nutritious snack. The brain is a muscle and requires food for optimal performance.
- Children can explain their absence to peers by merely stating that they had an appointment.



STUDENT SUPPORT SERVICES
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A PARENT’S GUIDE TO PSYCHOEDUCATIONAL ASSESSMENTS



SCHOOL DISTRICT 60
STUDENT SUPPORT SERVICES

This brochure was developed to answer any questions you may have about your child’s psychoeducational assessment.

Our intention is to help you prepare your child for the assessment. Together we want to make this a positive experience for your child.

Psychoeducational Assessment Process

What is a Psychoeducational Assessment?

- * An assessment that will identify your child's strengths and areas of difficulty and give you and your child's teachers strategies to support and understand your child's learning and development.

When is an assessment right for my child?

- * An assessment may be recommended when you or your child's teachers have concerns about your child's cognitive, academic, emotional, or behavioural functioning, or when your child's skills have not responded to additional supports.

What areas are usually assessed?

- * An assessment may include the evaluation of the following areas: cognitive abilities, academic achievement, social and emotional well-being, behaviour, and life skills.
- * Depending on the concerns, not all areas are assessed in every assessment.

Consent: You must give your consent for the school psychologist to conduct the assessment. The school psychologist or your child's teachers can answer any questions you have before you give consent.

Background Interview: A 15 - 20 minute parental interview is usually conducted prior to the assessment. This allows the school psychologist to obtain the parent's perspective of their child's needs in addition to gathering information regarding developmental and medical history. At this time, the school psychologist may give you rating scales to help answer questions about your child's social, emotional and behavioural functioning.

Observation: The purpose of the observation is to gather information about your child in their classroom environment. It is best that your child not know that they are being observed.

Teacher & LA Consultation: The school psychologist will get the school based team's perspective of your child's academic needs, strengths and areas of concern.

Assessment Sessions: The assessment takes place over two sessions, depending on the needs of your child. Additional sessions can be scheduled if needed. In most instances the assessment will take place at Student Support Services and transportation for the student will need to be provided.

Report out Meeting: During the final meeting the school psychologist will summarize the assessment findings. Together with the team, we will discuss your child's strengths and challenges in order to provide appropriate recommendations. The assessment information may help determine if your child meets BC Ministry of Education criteria as student with special needs and if your child may benefit from an Individualized Education Plan (IEP).

Report: The school psychologist will write a formal report integrating all of the assessment information. A copy will be sent to you, the school and Student Support Services.



| | LOCATION | DATE & TIME |
|----------------------|----------|-------------|
| BACKGROUND INTERVIEW | | |
| SCHOOL VISIT | | |
| ASSESSMENT SESSION 1 | | |
| ASSESSMENT SESSION 2 | | |
| REPORT OUT MEETING | | |