

My child has been referred for a psychoeducational assessment. What does this mean?

A student may be referred for an assessment when s/he has received additional learning support at school and questions remain about how best to continue supporting the student's school progress.

Why have a psychoeducational assessment?

This assessment is designed to help identify your child's strengths and needs and may be used to:

- ✓ Better understand your child's learning style.
- ✓ Determine factors affecting their learning
- ✓ Assist in planning your child's school program.
- ✓ Identify needs for support services at school (e.g., accommodations; access to educational tools/technology; Individual Education Plan; eligibility for programs).
- ✓ Help access resources in your community.
- ✓ Identify strategies that help the student use their strengths and achieve their best at school.

How does an assessment begin?

After the school recommends an assessment and parents/guardians sign a consent form, the Clinical Consultant calls parents/guardians to discuss the assessment, answer questions, obtain consent, and gather background information. The student participates in individual sessions during school time.

Possible outcomes of the assessment:

The primary outcome of the assessment is to gain a better understanding of your child's strengths and needs and how best to support their learning. With accommodations and/or modifications, students can often achieve closer to their true potential. Below are some identifications and/or diagnoses that may emerge:

Learning Disability

The student has average to above average cognitive abilities, yet also displays specific processing weaknesses that significantly impact their learning. There is a significant discrepancy between cognitive abilities and academic achievement, which cannot be accounted for by factors such as lack of experience or effort.

Attention Deficit/Hyperactivity Disorder (ADHD)

ADHD is a neurodevelopmental disorder which causes inattention, hyperactivity/ impulsivity, or both. ADHD interferes with a child's ability to regulate activity level (hyperactivity), inhibit behaviour (impulsivity), and/or attend to the task at hand (inattention). Children with ADHD often have difficulty with learning, concentration, working memory, self-regulation, and processing speed. Children with ADHD experience symptoms across settings (e.g., home, school, community).

Mild Intellectual Disability

This reflects a learning profile where the student has the ability to perform and learn within a regular classroom with the aid of curriculum modification and accommodations. Due to weaknesses in cognitive abilities, a student typically struggles with the pace of learning in the regular classroom without any modifications and/or accommodations.

Developmental Disability

A developmental disability is characterized by significant limitations in both intellectual functioning and in daily adaptive skills. A student has the ability to make gains with special education services designed to meet their individual needs.

Limestone District
School Board



Psychoeducational Assessments

Frequently Asked Questions



How to contact us:

Educational Services
613-542-9871
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What is a psychoeducational assessment?

An assessment evaluates thinking, learning, and behaviour. The goal is to better understand each student's learning style and provide recommendations to help students reach their full potential at school. The process may include:

- ✓ Interviews and questionnaires
- ✓ Observation
- ✓ Individual testing
- ✓ Review of school records
- ✓ Consultation with school staff

Testing includes:

- ✓ Paper and pencil tasks
- ✓ Puzzles
- ✓ Drawing
- ✓ Answering questions

The assessment may cover many areas:

- ✓ General intellectual ability
- ✓ Problem solving
- ✓ Memory and learning
- ✓ Language
- ✓ Planning and organization
- ✓ Attention and concentration
- ✓ Fine motor skills
- ✓ Visual spatial skills
- ✓ Academic skills (reading, writing, math)
- ✓ Behaviour and emotions

Who provides the assessment?

Assessments are provided by the school's Clinical Consultant. Clinical Consultants are psychologists, psychological associates, and clinical staff supervised by the Chief Psychologist. Our psychologists and psychological associates are registered with the College of Psychologists of Ontario.

What is the assessment experience like for the student?

- The Clinical Consultant tries to make the assessment supportive and stress-free by respecting each student's needs in order to get their best effort.
- Parents and teachers are encouraged to talk with students about an assessment so they know what to expect.
- You can tell students they will be asked to complete both games/puzzles and school-type work, but there are no marks given. Students are simply encouraged to do their best.
- Everyone learns differently. The Clinical Consultant helps to figure out how each student learns best. This understanding helps to set a student up for success and make school a positive place to be.
- Students who require medication should take it as usual. Students with glasses or hearing aids should wear them, as needed.

Is this assessment mandatory?

Participation is always the choice of the parents/guardian and student who need to understand and give their consent. Families may decline at any time. Please feel free to discuss any questions or concerns with your school's Principal, Student Support Teacher, Learning Program Support Teacher, or Clinical Consultant.

What can I expect after the assessment?

- The Clinical Consultant, parents, and school staff (and sometimes the student) meet to talk about what is learned during the assessment and discuss recommendations together.
- Parents receive a written report. A copy is placed in the Ontario Student Record (with parental consent) and a confidential copy is securely stored at Educational Services. The report will only be shared if requested by parents/guardian/student with written consent (or if ordered by a court of law).

Will any diagnosis or identification be made?

If appropriate and specific criteria are met, a diagnosis may be made and/or identification may be recommended to help clearly identify a student's needs. It is helpful to recognize a child's needs through accurate diagnosis and/or identification to ensure the student receives well-matched services based on their unique strengths and needs.