



# An Introduction to the Psychoeducational Assessment

Viewer's Guide

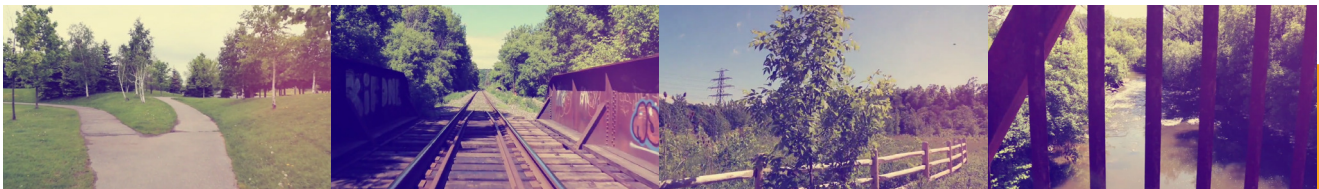


## An Introduction to the Psychoeducational Assessment: Viewer's Guide

This video provides an introduction for classroom teachers on demystifying the psychoeducational assessment, featuring interviews with psychologists and a psychoeducational consultant. Each participant discusses the various components of the psychoeducational assessment, offers an overview of the process of the psychoeducational assessment, explains what the report entails and highlights the importance of the report to the classroom teacher.

This viewer's guide provides you with the opportunity to reflect on your thoughts and practices relating to the psychoeducational assessment, both individually and as a group. The viewer's guide includes the following sections:

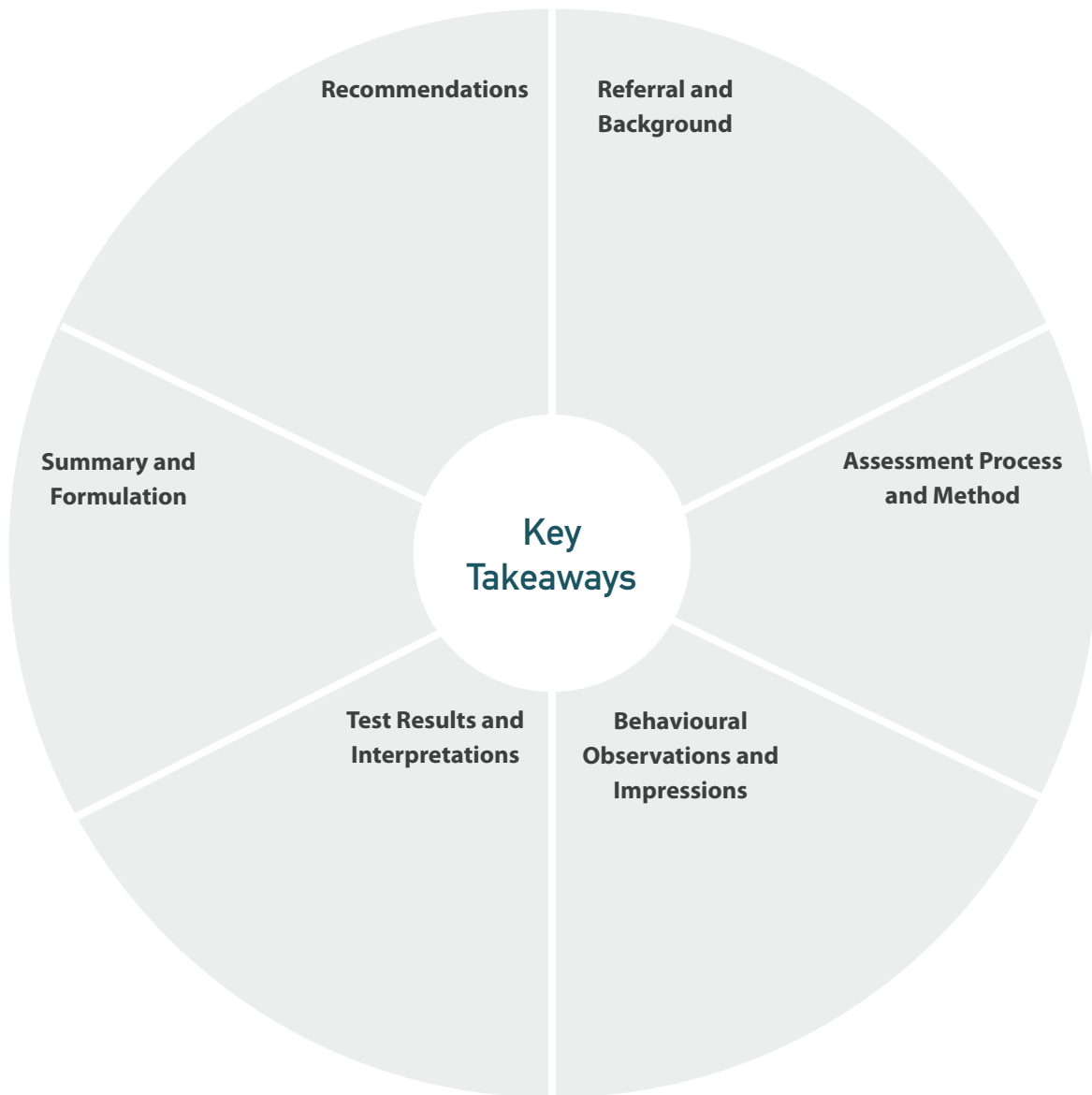
- The *KWL strategy* is a pre-viewing activity that allows viewers to set an intention for viewing this video on the psychoeducational assessment. This strategy will allow viewers to note what they know, what they want to know, and what they learned about the psychoeducational assessment.
- The *Concept Wheel* allows viewers to take down ideas and key points while watching the video. This section is directed at understanding each section of the psychoeducational assessment report. It will help focus the viewer's attention on the key concepts highlighted throughout the video, as well as helping the viewer to activate their prior knowledge and thoughts regarding the material being produced.
- The *Concept Map* is an activity that uses visual representations to structure knowledge of key concepts that are interrelated to provide a clearer picture of psychoeducational assessments. Participants answer questions before demonstrating their understanding of the subject.
- The *IEP Development* activity provides viewers with an opportunity to use knowledge gained from watching the video to develop an IEP for a student diagnosed with learning disabilities (LDs). Specifically, this activity involves reading a student profile, based on a psychoeducational assessment, and determining the appropriate accommodations and modifications.
- Appendix A identifies key messages from the video that a facilitator may use to initiate additional discussions and ensure that all key concepts are understood.
- Appendix B provides a glossary of terms used in developing the Individual Education Plan (IEP), which relate directly to the IEP Development Activity.





## Viewing Activity: Concept Wheel

In the *Concept Wheel* below, and while watching the video, write down key takeaway points in the different spokes that will help you expand your knowledge and understanding of each section of a psychoeducational assessment.



**Additional Notes:**

---

---

---

---

## Post-Viewing Activity: Concept Map

Following the video presentation, we would like to invite you to answer the questions in the concept map. This activity will allow you to further your knowledge of a psycho-educational evaluation for a student with a learning disability.

### Understanding the psychoeducational assessment

Description and purpose of the psychoeducational assessment for students with LDs

Who can administer a psychoeducational assessment and diagnose in Ontario?

What type of information does the psychoeducational assessment contain for a student with LDs?

How does the psychoeducational assessment benefit educators, students with LDs and parents?

Educators

Students with LDs

Parents

## Consolidation Activity: IEP Development

### Step 1

Read the following student profile, which includes the diagnosis and recommendations from a psychoeducational assessment, and a summary of strengths and needs.

#### Student Profile:

Johnny is 11 years of age and is in a regular grade 6 class at Sunnyside Public School. Johnny was recently identified at an IPRC meeting as Exceptional Communication – Learning Disability, based on the diagnosis of having a learning disability. The psychoeducational assessment noted strong verbal comprehension skills, weak working memory and processing speed, and weak reading, writing and math computation skills. A multiple intelligence inventory indicated that Johnny is primarily a visual learner and that his kinaesthetic-tactile skills are strong. The psychologist recommended using assistive technology, such as Kurzweil and Word Q.

Areas of Strength	Areas of Need
Visual learner	Expressive language skills – writing
Receptive language skills – listening	Expressive language skills – reading
Expressive language skills – speaking	Number and mathematical skills
General knowledge	Organizational skills

### Step 2

Decide on which subjects should be checked for accommodations only (AC), modified (MOD) or alternative skill areas (ALT).<sup>1</sup>

Reading	<input type="checkbox"/> AC	<input type="checkbox"/> MOD	<input type="checkbox"/> ALT	Math	<input type="checkbox"/> AC	<input type="checkbox"/> MOD	<input type="checkbox"/> ALT
Writing	<input type="checkbox"/> AC	<input type="checkbox"/> MOD	<input type="checkbox"/> ALT	Social Studies	<input type="checkbox"/> AC	<input type="checkbox"/> MOD	<input type="checkbox"/> ALT
Organization	<input type="checkbox"/> AC	<input type="checkbox"/> MOD	<input type="checkbox"/> ALT	Science and Technology	<input type="checkbox"/> AC	<input type="checkbox"/> MOD	<input type="checkbox"/> ALT

### Step 3

Create a list of accommodations for learning, including required equipment, for instructional, environmental and assessment accommodations.

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations

1. Please refer to Appendix B for an overview of accommodations, modifications and alternative skills areas, and implications for students with LDs.

## Appendix A: Key Messages and Concepts in the Video



### Introduction

- The six sections of the psychoeducational assessment report are:
  1. Referral and Background
  2. Assessment Process or Method
  3. Behavioural Observations and Impressions
  4. Test results and Interpretations
  5. Summary and Formulation
  6. Recommendations
- Primarily, a psychoeducational assessment provides a profile of a student's intellectual or cognitive abilities and educational achievement levels. The assessment may also provide additional information on medical concerns, adaptive behaviour skills, and emotional/behavioural ratings.
- The psychoeducational assessment identifies the processing deficits that are associated with the student's learning disability or learning disabilities, not just a gap between achievement and ability.
- A psychoeducational assessment will identify a student's strengths and needs, how they best learn, and it will yield recommendations that may be helpful for the classroom teacher.
- Psychologists or Psychological Associates, registered with the College of Psychologists of Ontario, can diagnose a learning disability; It is not the responsibility of the classroom teacher to diagnose students. Assessment may be conducted by an unregistered service provider, working under the supervision of a Psychologist or Psychological Associate.
- If the psychoeducational assessment is completed privately, the parents may disclose the report. If the psychoeducational assessment is completed through the school district, the report can only be shared with outside parties with parental consent.

### Referral and Background

- A psychoeducational assessment requires parental or guardian consent and typically begins with a referral from a teacher.
- This section of the report will include:
  - Student Health
  - Developmental History
  - Family History
  - Education Strategies
  - Report Cards
- Understanding a student's background and other factors that may have an impact on their learning is important in making an accurate diagnosis.

### Assessment

- The goal is to assess students when they are at their best (e.g. not fatigued nor distracted).
- This section of the report lists assessment tools, measures, and questionnaires. These components vary from student to student, depending on the reason for referral.

## Behavioural Observations and Impressions

- This section summarizes the performance of the student during the psychoeducational assessment. It outlines the student's response style, attention span, and feelings toward the assessment.
- based on the observations, the assessor determines the reliability and validity of the results.

## Test Results and Interpretations

- This section will discuss the scores achieved in a variety of areas such as:
  - Attention
  - Memory
  - Motor development
  - Visual-spatial abilities
  - Sequential ordering
  - Language Development
  - Social Cognition
  - Executive (or Higher Order) Functions
- Results are often presented as standard scores, percentile ranks, or in descriptive terms (e.g. average, above average or below average).

## Summary and Formulation

- One possible explanation for a student's unexpected underachievement is the presence of a learning disability or learning disabilities
- If present, the diagnosis will be included in this section of the report.
- Only a Psychologist or Psychological Associate registered with the College of Psychologists of Ontario can make that diagnosis.
- For a diagnosis of a learning disability or learning disabilities, two criteria must be met:
  1. Identification of a processing deficit or several processing deficits that relate to the affected learning skill (e.g, reading, math, written language).
  2. Evidence that the student is achieving below expectations or receiving extraordinary support in order to maintain achievement.

*Plus*

  3. There is a reasonable assumption the student has average to above average intelligence.

## Recommendations

- This section focuses on recommendations, tips and action steps.
- It is the responsibility of the classroom teacher(s) with support from the special education team to include the recommendations from the psychoeducational assessment when developing the student's IEP (Individual Education Plan).

## Conclusion

- Many school districts organize a feedback meeting with the parents or guardians to discuss the results and recommendations in the psychoeducational assessment.
- Parents or guardians receive one copy of the psychoeducational assessment; one copy is kept in the school district's psychology files, and one copy is placed in the student's OSR (Ontario Student Records). Note: Additional copies may only be made with parental or guardian consent, or the student's consent, if age 18 or older.
- The psychoeducational assessment may help a student throughout their academic career.



## Appendix B: Glossary of Terms

**Accommodations** are the special teaching and assessment strategies, supports and/or individualized equipment (including technology) that are required to enable a student to learn and demonstrate learning. Accommodations do not alter the provincial learning expectations for the grade level.

For subjects that are accommodated only, there should be a list of Instructional Accommodations (different ways of teaching or presenting materials) Environmental Accommodations (e.g. seating, cuing, hallway routines) and Assessment Accommodations (including use of technology). These accommodations may be common to all subjects, or may vary from subject to subject, in which case the subjects should be listed separately.

**Accommodated only (AC)** is the term used on the IEP form to identify subjects or courses from the Ontario curriculum in which the student requires accommodations alone in order to work towards achieving the regular grade expectations.

**AC** subjects or courses should not have the IEP box checked off on the provincial report card. Marks for accommodated only subjects/courses are based on grade level curriculum, rather than on modified expectations. The IEP box on the provincial report card is only for courses where the curriculum expectations are modified or alternative, and the marks are not based on the same criteria as the other students.


**Modifications** refer to the changes made to the age-appropriate grade level expectations for a subject or course in order to meet the needs of the student.

**Modified (MOD)** is the term used on the IEP form to identify subjects or courses from the Ontario curriculum in which the student requires modified expectations – expectations that differ in some way from the regular grade expectations.

Modifications may involve either raising or lowering grade level expectations. For the core subjects, such as Math and Language, the expectations may be taken from a different grade level (higher or lower). For content subjects, such as Social Studies or History, the modifications may include significant changes to the number and/or complexity of learning expectations in the regular grade level curriculum.

For each subject that is modified, even partially, a Program page of the IEP gets filled out with Current Level of Achievement, an annual program goal, and Learning Expectations for each reporting period (report card term).

At the secondary level, a student might be working in a subject on almost all the course curriculum expectations, but the complexity or number of expectations might be modified in a few areas. In this case the IEP would indicate, “the student will do all the curriculum expectations except ...”. The school principal would decide how much modification could be allowed in order for the student to get credit for the course.



**Alternative skill areas (ALT)** are based on expectations developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum. Alternative skill areas are listed on the Program page of the IEP, and have the current level of achievement, an annual program goal, learning expectations, teaching strategies and assessment methods. Alternative programs are provided in both the elementary and the secondary school panels.

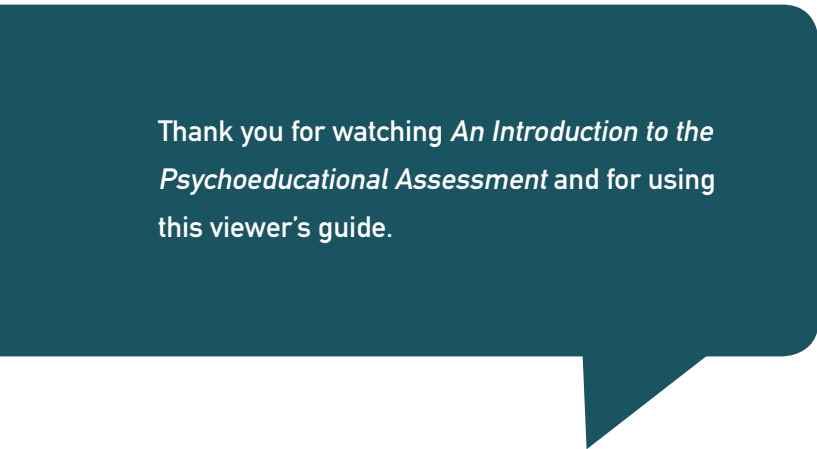
Examples of alternative programs include: speech remediation, social skills, orientation/mobility training, and personal care programs. For the vast majority of students, these programs would be given in addition to modified or regular grade-level expectations from the Ontario curriculum. A designated person must directly teach them.

Alternative courses, at the secondary school level, are non-credit courses. The course expectations in an alternative course are individualized for the student and generally focus on preparing the student for daily living. School boards must use the “K” course codes and titles found in the ministry’s Common Course Code listings (at [www.edu.gov.on.ca/eng/general/list/commoncc/cc.html](http://www.edu.gov.on.ca/eng/general/list/commoncc/cc.html)) to identify alternative courses. Examples of alternative courses include Transit Training and Community Exploration (KCC), Culinary Skills (KHI), and Money Management and Personal Banking (KBB).

### Source

LD@school website ([www.ldatschool.ca](http://www.ldatschool.ca)), article entitled, “Accommodations, Modifications and Alternative Skill Areas for Students with Learning Disabilities

---



Thank you for watching *An Introduction to the Psychoeducational Assessment* and for using this viewer’s guide.

At this time, we invite you to share your thoughts and comments relating to this video; the feedback we receive will assist in the development of future videos and future content for the LD@school website. Please share your thoughts and comments by completing our short survey through this link:

➔ [https://www.surveymonkey.com/s/Video\\_pschoeducational-assessment](https://www.surveymonkey.com/s/Video_pschoeducational-assessment)

Funding for the publication of this production was provided by the Ministry of Education. Please note that the views expressed in the publication are the views of the Recipient and do not necessarily reflect those of the Ministry of Education.