



What is psychological testing?

Psychological evaluation is a process that includes a combination of clinical interview, completion of written questionnaires, and use of a variety of standardized measures in two or more one-on-one appointments with your child or adolescent.

Depending upon the individual concerns and questions to be answered by the evaluation, testing may include measures of:

- Cognitive Ability
- Academic Achievement and Learning Progress
- Attention and Executive Functioning
- Visual and Auditory Information Processing
- Problem Solving Strategies
- Motor and Visual Perceptual Abilities
- Memory
- Behavioral and Emotional Functioning

What is the process?

The first appointment is an **initial evaluation**, which typically includes a discussion with the child or adolescent and the parents to learn more about the current concerns and difficulties, as well as to gather background history and information about school functioning and, to review the findings from written questionnaires completed in advance. Additional information is gathered using cognitive, emotional and behavioural screeners. This initial interview usually lasts between 1 – 2 hours.

The testing sessions are usually scheduled in one or two sessions on separate days and typically lasts 2-1/2 – 4 hours (each). The specific measures chosen depend on the concerns to be addressed.

The **family feedback** meeting is scheduled 1 – 2 weeks after the final testing session -- and after all other supporting data and reports have been received -- to review the test results and recommendations. At that appointment, you will be provided with a comprehensive written report.

Use of the evaluation report: After the written report has been prepared and shared, the usual next step is to share the report with other involved professionals including but not limited to the school teacher/principal, the pediatrician and other medical professionals. On many occasions, parents set up a meeting at the school to go over the recommendations and determine if additional supports can be put in place.

Please be aware that it is not in my control whether the school will agree to implement the recommendations. The recommendations will be practical, driven by the test data and relevant to the needs of your child in the context of the evaluation results.

Please note that I will not change the presentation of the results, the diagnoses or the recommendations purely so that they meet criteria for special supports or accommodations; to do so would be unethical.

