

# Psychological Educational Evaluations



Psycho-educational evaluations are used by psychologists to determine a child or adolescent's strengths and weaknesses by assessing a number of different areas of development. The evaluations provide parents and teachers, and the child or adolescent themselves, with valuable information about how that individual learns, how to facilitate learning, and identify strengths or weaknesses

All our assessments are individualised to ensure that families and schools get the most out of our assessments. We have one of the largest test libraries in Hong Kong, which enables us to pinpoint any areas of difficulties and strength, and also allows us to provide specific and practical recommendations.



Our psychologists are experienced professionals who are fully qualified and licensed in their home country. They are friendly and approachable, and genuinely enjoy working with children and adolescents. Our psychologists work closely with many of the international schools in Hong Kong to ensure that our reports & recommendations are applicable to your child's school. This also allows the psychologists to collaborate with the school to ensure that your son or daughter is getting the most out of our evaluations.

***The Process >>>***

### Step 1 :

You can choose or can be matched with one of our psychologists who specialise in assessment. Your psychologist will lead the assessment process and will be able to answer any questions or concerns that you may have. Having one point person allows the psychologist to get to know your child and family. At the same time, your psychologist may collaborate with our child development team to ensure that you are getting the most out of your evaluation.



### Step 2 :

Once you have been paired with a psychologist, you will be asked to schedule a parent only intake interview. This is a chance for you to meet with the psychologist and explain your (and/or the school's) concerns & expected outcomes. The psychologist can also go through the assessment process in more detail. Please bring any relevant reports (such as past school reports, a speech and language evaluation, or an occupational assessment) with you to this appointment.



### Step 3 :

After this meeting (with parent permission) the psychologist will typically visit the child in school to observe how they function in this environment. This provides the psychologist with a good opportunity to see the child in action with their peers and with their teacher. It also allows the psychologist to meet with the teacher(s) & briefly discuss their concerns and expected outcomes. Furthermore, it ensures that the recommendations the psychologist will suggest in the report are possible and practical in the child's current educational environment.



### Step 4 :

The child or adolescent will then be invited into the clinic to meet with the psychologist to complete a series of different tests and activities. Before we start any testing, we get to know the individual and ensure that they are comfortable and understand that they just need to try their best. Most children and adolescents find the testing to be an empowering, positive, and enjoyable experience – we play games, have snacks, and get to know each other. Testing is usually split between two 3 hour sessions. Having said that we are very flexible and if, for instance, the individual starts to fatigue we will stop and start again another day – the priority is to get the best out of the individual. For younger children, we will split the testing between three or four sessions.



### Step 5 :

Once all the testing & relevant information has been collected, the psychologist will then compile all the information from the school, from parents, the child, and from the testing to form a detailed report. The parents and the child or adolescent are then invited back in for a feedback session, which is typically two weeks after all the relevant information has been received. The psychologist will review the results, discuss strengths and weaknesses, and provide specific recommendations for the home and the school.

### **Step 6 :**

The psychologist may request to return to the school to provide feedback and training to key staff regarding the assessment findings and suggestions.

### **Step 7 :**

The psychologist will continue to be available to offer advice and support to your family even after the assessment process has finished. The priority for us is that you understand the findings, the report, and the recommendations & that a road map is developed to continue to support your son or daughter's development. If applicable, we can also assist in the development of an individualised education plan based upon the findings of the evaluation for implementation at school.

### **The Package :**

Psycho-educational evaluations are offered as a package that includes all of the above. Having said that, we are flexible and the times allocated to each item in the package may change depending on the needs of the child. For instance, in some cases a school observation may not be necessary, or the testing may take four hours or even eight hours instead of the allocated six. **Generally though, the assessment package includes:**

- **One hour parent intake interview**
- **One hour school observation**
- **Two 3 hour testing sessions**
- **Ten hours of report writing time**
- **One hour feedback session**

We can work with children as young as three, but are usually reluctant to assign a diagnosis at such a young age. With such little ones, we usually like to play and build rapport for the first part of the evaluation to ensure that they will be motivated and comfortable during the administration of the actual tests. Assessments generally become more reliable and more comprehensive from the age of six. Having said that, it is usually better to be proactive and obtain support and advice as early as possible.

If you have any questions or concerns you can email one of our psychologists directly, but please understand that they are usually very busy and it may take them a few days to reply.

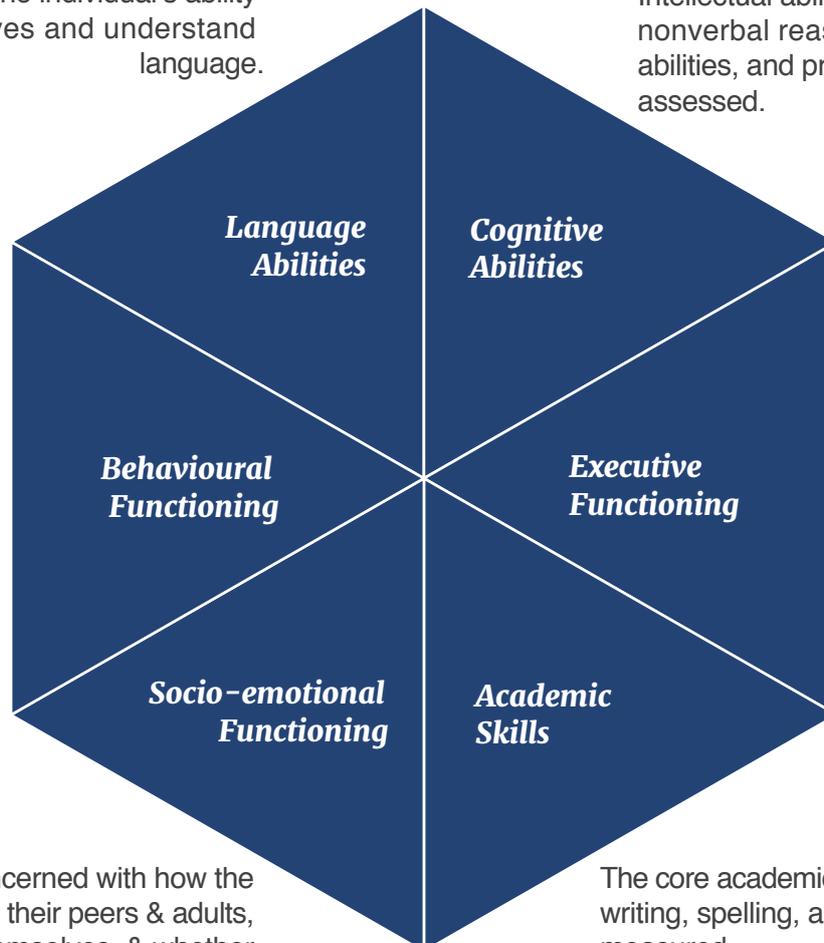
In addition to our comprehensive assessments we also offer shorter, more specific assessments for those students who already have a diagnosis and need an updated assessment for exam accommodations. If this is the case, please contact one of our psychologists directly to discuss. We also offer IQ only assessments for admission to boarding schools or colleges. Please contact one of our psychologists directly to arrange such an assessment.

## The Evaluation

The evaluation itself is very comprehensive and, in brief, will cover six general areas of development:

This section screens the individual's ability to express themselves and understand language.

Intellectual abilities such as verbal & nonverbal reasoning skills, memory abilities, and processing speed will be assessed.



This domain examines the individual's ability to control their behaviours and whether or not they engage in pro-social behaviours.

This domain examines the individual's ability to pay attention and stay focused. It looks at organisational skills & general management skills.

This domain is concerned with how the individual interacts with their peers & adults, how they feel about themselves, & whether or not they can regulate their emotions.

The core academic skills such as reading, writing, spelling, and mathematics will be measured.

One reason we advocate a comprehensive evaluation is to ensure that we are not only looking for problems or \ weak points, but also looking for strengths and proficiencies. We strongly believe that by making the assessment strength focused makes the experience more positive and empowering for the individual.

In addition, by evaluating all the main areas of functioning we are ruling out other potential difficulties that may be interfering with an individual's development. This ensures that we are confident in making our recommendations and assigning any diagnosis that may be appropriate.