

# A GUIDE TO PSYCHOEDUCATIONAL REASSESSMENT

## REASSESSMENT TIMELINE

Most public schools require reassessments at transitional periods (see below). Post-secondary institutions typically require a reassessment to be completed **before** the commencement of the post-secondary program and require psychoeducational reports to be current (completed within three years).

It is important to remember that our practice often has a waiting list to begin assessments that can be up to 6-8 months in length. **Please call our office to book any post-secondary reassessments at the beginning of your child's Grade 12 year at the latest to ensure that there will be spots available and that the psychoeducational assessment report can be completed before the beginning of the post-secondary program.**

Typical (re)assessment timeline:

<b>Initial Assessment:</b>	Often during Grades 3 or 4
<b>Reassessment:</b>	Upon transition to high school (Grade 7 or 8)
<b>Post-secondary Reassessment:</b>	Upon transition to post-secondary studies (During Grade 11 or 12 year)

## THE REASSESSMENT PROCESS

The length and number of visits will vary somewhat depending on age, needs and the complexity of the problem. A typical reassessment will involve between six to eight hours of individual testing time. Listed below is the sequence of steps that typically occurs when an assessment is begun:

- Review of the pertinent information (e.g., audiology report, school records, previous assessments, etc.).
- An interview to discuss concerns about current behaviour at home, and/or school and to get an updated history of growth and development.
- With permission, the assessor may speak or meet with physicians and professionals who have relevant information to share.
- Standardized tests which evaluate an individual's current level of thinking, and problem-solving skills will be administered.
- After the testing is complete the assessor will score the results and prepare an interpretation of the findings. Then, a feedback interview will be arranged. During this interview, the assessor will provide their professional opinion of the updated results. Usually, a profile of strengths and weaknesses will be described in order to identify areas that may require additional work, therapeutic intervention or modifications at school. Finally, recommendations regarding programming needs, intervention strategies and/or referrals to other professionals or agencies can be made.
- A written report outlining the assessment findings will be produced.