

FSL FAQs

POPARD Family - School Liaison Newsletter

Psychoeducation Assessment

REPORT

FAQ: WHAT CAN A FAMILY DO AT HOME WITH PSYCH-ED RESULTS?

So, you have met with a psychologist or a school psychologist who has given you a copy of the psych-ed (psychoeducational assessment) report that they have written for your child. Or they have met with you, and you subsequently received a copy of the report.

What do you do next? What can you do at home with the results of a psych-ed?

Outcomes from a Psych-Ed

The POPARD FAQ [How to Read a Psych-ed?](#) includes a description of important sections of a psych-ed.

Two of these are important in helping family (and school) move forward in supporting your child:

- **Summary** - integration of results; diagnoses and designations, if needed
- **Recommendations** - general or specific; may involve referral for further assessment

Understanding

The **Summary** is the section of the report in which diagnoses and/or designations are stated.

A diagnosis helps us to understand a child and to form a plan to address their needs, whether these be academic, social/emotional, developmental, behavioural, or physical. A designation (if approved by a school or district administrator) spurs their school to provide specific programming.

Understanding a child's needs can assist both school and home in providing resources (time, attention, materials, programmes) that will help them develop the capacity to become an independent adult. As well, understanding a child's needs might assist in arranging daily schedules and activities to minimize challenges and difficulties, while maximizing opportunities for learning and development of specific skills.

Understanding a child's learning and capabilities can help us to frame more appropriate expectations for their behaviours and accomplishments. Better understanding leads to better perspectives.

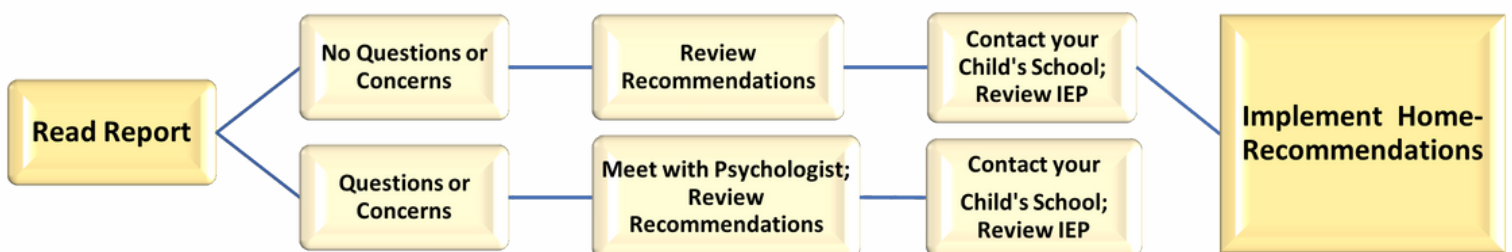
A psych-ed often validates parent concerns and assists parents in organizing school and community and family resources to support their child on their journey to adulthood. You will not only be better prepared to respond to your child's needs at home, but you will be better able to advocate for your child at school and elsewhere.

Recommendations

The second most important section is **Recommendations**. Some, likely most, of the recommendations may be focussed on the school day; some may be focussed on the home or may rely upon parent(s) to set these in motion.

For recommendations that primarily relate to your child's schooling, contact your child's school. If your child has been previously identified as a student with a special need, you will likely know the name of their case manager; contact them. If your child has not been previously identified as a student with a special need, it might be quickest to contact the principal of your child's school. If the psych-ed was performed by school or district staff, the School-Based Team will have easy access to the report.

If the psych-ed was performed privately or by a community agency not connected to the school or school district, you will have to bring the report to the school or request the provider, in writing, to send a copy of the report to the school.



For recommendations that apply to the school day, ask to meet with your child's classroom teacher(s), as well as any other staff that might be providing support to them. Ask if the results of the psych-ed require an Individual Education Plan (IEP) to be written or modified. Ask about timelines. You have the right to be informed about this process and to review the IEP.

Some recommendations might require you to initiate them. For example, it might be recommended that your child be referred to a Speech/ Language Pathologist for further assessment. That service might be available in your child's school, but you will have to consent to that service, if you agree with that recommendation. If that service is not available in your child's school, you will have to contact a community-based public or private provider of speech/language services and bring your child to that service.

Other home-recommendations might involve performing an activity with your child. For example, it might be recommended that you read aloud daily to your child before bed-time, or that you spend preferred time with them individually, apart from their siblings, or that you engage them in a skill-building social or motor activity.

(see POPARD FAQ: [How can I work on social skills for my child?](#)).

Some home-recommendations involve reading reference material that the psychologist believes might assist you in understanding your child – the psychologist might recommend a text or a website that provides information on a particular topic. This material might help in understanding the challenges your child faces, including activities or circumstances that could exacerbate those challenges, and help you to curate your child's environment at home or in the community. As well, such references might assist you in evaluating your child's IEP and advising their school on the IEP. References also may encourage you to consider contacting a parent or family support group dedicated to supporting children with similar needs.

At any time, consider contacting the psychologist again to review recommendations and whatever is happening with your child in terms of implementing the recommendations that are in the psych-ed or determining if is useful to undertake another review or further assessment.

If your child is enrolled in a public or private school that receives public funding, a review of their IEP must be performed annually, but this does not apply to home-recommendations.

Financial Support

Sometimes, the results of a psych-ed will support access to community programmes. One of the possible outcomes of a psych-ed is a diagnosis of intellectual developmental disorder. This diagnosis will qualify an individual for support by Community Living British Columbia <https://www.communitylivingbc.ca/> when they become an adult. Until they become an adult, while they a student, it will qualify them for access to school system programmes [[Special Education - Province of British Columbia \(gov.bc.ca\)](#)], and, as a child, it will qualify them for community programmes [[Intellectual Disabilities - Province of British Columbia \(gov.bc.ca\)](#)].

Sometimes, the results of a psych-ed will support a disability tax credit, if there is a severe impairment in a mental function (Disability tax credit (DTC) - [Canada.ca](#)). Eligibility is restricted to particular functions, such as memory or attention, and must be substantial.

QUESTIONS? Contact POPARD's FSL

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