

The role of the school psychologist in assessing and communicating learning needs for children with complex developmental disabilities involves a process generally consistent with all referrals for assessment. This process includes:

- **Pre-Assessment Consultation** – meetings/consultations with teachers, parents and members of E/SBRT as needed to understand need and reasons for assessment; file review and review of relevant documents.
- **Direct Assessment**- typically includes cognitive, academic, social-emotional and adaptive functioning abilities, including formal and informal assessment tools, direct assessment, rating scales, etc. Recommendations are informed by overall results from assessment and may include adaptations to improve learning opportunities, referral to school/district/community programs, work experience, inter-agency involvement, etc.
- **Assessment Review** -- Explain assessment results and implications with family, case manager (e.g., LST) and the LST in the case of outside assessments.
- **Ongoing Planning & Consultation** --This process may include attending IEP meetings, recommending specific IEP goals, consulting on progress of IEP goals (possible pre and post testing if needed); advocacy.
- **Designation** -- Support for designation process

Using assessment for children with complex developmental needs to inform programing in relation to a standard?

As noted above, the process of referral for school psychologist services is the same for all children. Referrals must be vetted by the E/SBRT.

Candidates for assessment are determined based on history of assessment and intervention, information provided by outside sources (e.g., assessment or information provided by BCCH), age of student, and many other factors including the level of concern/risk the child faces, other services being provided, cooperation of child and family, etc.

How is school psychology follow-up requested?

In most cases, follow-up by the school psychologist occurs at the request of the LST. However, follow-up can also be requested by the building principal, the parent, the classroom teacher or other member of the child's support team, such as an SLP or counselor or by the ESBRT.

NOTE:

All of the above services are considered on a case-by-case basis. School psychologists are involved to a different extent within each school depending on the training and experience of school staff (i.e., LAT, specialist teachers). School staff must request school psychology services through the ESBRT. In addition, each psychologist has personal areas of strength and interest and may be more involved in certain aspects of the caseload than one might find at another school. It is helpful for school staff to understand the breadth of training that school psychologists have and that we are willing and interested in conducting consultation at all levels (classroom concerns, task concerns, IEP goal setting, review/interpretation of private assessments, school-wide programming, etc.)

Please see the attached document that outlines the depth and breadth of psychologist capabilities, all of which may apply to a complex learner based on the discussion above.

http://www.nasponline.org/assets/Documents/About%20School%20Psychology/Brochures/who_are_school_psychologists_flyer.pdf