

Assessment and  
Treatment



Children, Youth,  
and Young Adults

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### Psychoeducational/Psychological Assessment

Parent/Guardian Information Sheet for Child & Adolescent Clients

#### Things to know about the testing sessions:

- Breaks will be taken on an as-needed basis
- Getting a good night's sleep the night before testing day is important
- Please try to keep your child from staying up very late, watching scary movies, having caffeine the night before, or deviating from the normal routine
- Your child can bring a water bottle and snacks to the testing sessions. This is suggested for appointments longer than one hour.
- If your child wears glasses, ensure they wear them.
- If your child takes medication, ensure medication is taken as usual.
- If your child is sick, please cancel the testing session. We want to ensure we obtain the most accurate picture possible of your child's skills and abilities.
- Avoid referring to the visits as "testing" to your child, as this can cause testing/performance anxiety.
- For children under the age of 16, we ask that parents remain in the building for the duration of the testing appointment.
- Testing may occur with your psychologist or other trained member of our psychology team, such as a provisional psychologist, psychometrist, or another registered psychologist.

Our psychology assistant ([psychassist@littleoakspsychology.com](mailto:psychassist@littleoakspsychology.com)) will be connecting with you to facilitate the completion of questionnaires and to collect relevant records (e.g., report cards, individualized learning plans, previous assessments/reports from other professionals). If you have not already, please provide your psychologist with the teacher's email address. **We ask that all questionnaires are completed and that records are received prior to the last testing appointment.**

#### **Insurance:**

It is important to speak with your insurance provider to find out the details of your coverage. This will help to ensure that the assessment process runs smoothly and that there are no surprises. It is recommended that you ask your insurance provider the following questions:

- Do we have coverage to see a registered psychologist?
- Who in my family is covered?

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- What is my coverage amount per session?
- What is my coverage amount per year?
- Do I require a referral from a physician for coverage?
- When does my coverage renew?

Your reasons for services are confidential; we will not share information with insurance. At Little Oaks Psychology we offer direct billing for a number of different insurance companies. Please speak with our intake clinician for more information (780-405-4209).

**How to help your child prepare for our work together** (adapted from [www.DrLizAngoff.com](http://www.DrLizAngoff.com) © Dr. Liz Angoff, 2020)  
We're looking forward to working with your family! Here are some ways to talk to your child about an assessment.

### Starting the Conversation

In a nutshell, the purpose of an assessment is to “learn about how you learn,” so that:

1. Teachers know how to teach you
2. Parents know how to support you
3. You know how to advocate for yourself

### Introducing the idea of an assessment to your child may sound something like:

*“I’ve noticed you’re working really hard at \_\_\_\_ this year, but it still seems pretty tough. I’ve been thinking that if we knew more about how you learn best, your teachers and I could do a better job teaching you. Last week, we met with a person who can help us find a way to make school easier for you and figure out what we can do differently.”*

### Describing the Process

At each testing appointment, we will do different activities to help us better understand how your child works with different types of information. We will do puzzles, play word games, chat about what they like to do, and try to figure out why things are hard.

For young children, it may be important to explain that psychologists are not medical doctors. We help them to learn about their brain. They are not sick and there is nothing wrong with them – also, no shots!

Older children may need a reminder that this is a confidential process, focused on finding solutions. Their input is extremely important to figuring out what will be most helpful for them.

### Explaining the process may sound something like:

*“The psychologist will do different activities with you to figure out how you learn best, where your strengths are, and why some things are hard right now. Some will be fun, some will be easy, and some will challenge you. Your job is just to do your best!”*

### Getting Their Input

Helping your child to articulate their own assessment questions will not only help me help them but will get them more invested in the process itself. Kids may need a little time to mull it over and get their thoughts together, so don’t be afraid to ask a few times. This may sound something like:

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*“There are things I’d like to know to help me support you better, but I’m wondering what you’d like to know about how you learn, or why certain things are easy, and others are hard? If you can’t think of anything right now, that’s ok. I’ll ask you again tomorrow and we can try to write down a list together. That will make sure that the work you do with the psychologist is as helpful as possible.”*

### What if my child doesn’t want to be assessed?

If you are worried your child will resist coming in for an assessment, you are not alone! Here are some tips for setting it up for success.

#### Tip #1: Use your child’s words to describe the problem

Many children resist participating in an assessment because it feels like adults don’t get it. For this reason, it can be helpful to think about how your child is describing the problem. For example, instead of “writing is hard,” they may say, “writing is boring” or “my teacher is unfair.” By using their language, you are assuring them that we will help them solve their problem, not just ours. This might sound like:

- *I’ve noticed that you really don’t like your math teacher this year. I’m wondering if there’s a way we could make that class better for you.*
- *I’ve noticed that we are in a bad nagging cycle around homework. I know you don’t like it and I don’t like it either. I wonder if there’s a way we can break out of it.*
- *I’ve noticed you’re getting in trouble a lot this year and it doesn’t seem to make sense. I wonder if there’s a way we can figure it out together.*
- *I heard you say that you hate school, and I can totally see why! Let’s see if there’s a way to change that.*

#### Tip #2: Talk over ice cream

Some children may be worried they’ve done something wrong, or that there is something wrong with them. For this reason, I recommend talking to your child in a place where it is obvious that there is nothing wrong and they are not in trouble. Having a bowl of ice cream, taking the dog for a walk, or playing catch are all good ways to have a conversation without it feeling too “serious”.

#### Tip #3: Let them know it’s not mandatory

If your child is having a really hard time, we will work together to figure it out. The first step is letting them know it’s not mandatory. Keep in mind that we can get a lot of information about what might help your child in other ways, and if your child is resisting, the actual tests we do are unlikely to be valid. Besides, giving a child the choice often makes them more likely to participate because it:

- Shows them respect
- Establishes trust
- Gives them choice and control over the situation
- Gives space for the child to voice their concerns without a contingency
- Allows us as adults to figure out ways to address those concerns so they can be an active participant in the future

While your child may not agree on the problem that brought you in as a parent, we can often find something the child *does* want to work on, and that gives us a way to move forward.

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Please connect with us if you have any  
questions in the meantime!



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