



CHILD ASSESSMENTS: FREQUENTLY ASKED QUESTIONS

PLEASE FIND BELOW A LIST OF FREQUENTLY ASKED QUESTIONS AND OUR RESPONSES. IF YOU STILL HAVE QUESTIONS AFTER REVIEWING THIS, OR IF YOU WOULD LIKE MORE DETAIL ON SOMETHING, PLEASE GET IN TOUCH WITH US.

1. What are the benefits of an assessment?

There are many benefits to assessment. Firstly, it enables you to gain a more accurate and detailed account of an individual's functioning within a particular area. This could include the individual's cognitive strengths and weaknesses, exploring possible learning difficulties, examining intellectual giftedness, diagnosing a particular neurodevelopmental or mental health condition, or gaining a deeper awareness into an individual's personality style and traits. From this information, we are able to provide specific recommendations which are individually tailored to the individual. This can range from environmental adaptations such as extra time in exams, activities you can practice at home to improve upon a skill such as brain training, or specific recommendations for psychological therapy.

2. How will I know what type of assessment my child will need?

Our assessment specialists have all received specialist training in neuropsychological assessment and continue to update their skills regularly through continued professional development and regular supervision. They will be able to advise you on which assessment tools are necessary to achieve what you want from the assessment.

3. Can the IQ reveal the diagnosis instead of doing all these tests?

The IQ is often an important part of the assessment. It allows us to understand what a child's baseline level of intellectual functioning is (or their 'raw materials' if you like). It provides us with information about their cognitive strengths and weaknesses and how they learn best, such as with verbal or visual information.

However, in cases where there are concerns about a particular difficulty, additional tests are often required to allow us to tease apart other contributing factors. For example, we would need to ascertain how a child's intellectual functioning compares to their academic skills to be able to assess for specific learning disorders and/or an organic attention deficit. We may also need to assess executive functioning abilities to understand whether an organic attention deficit is present rather than an emotional difficulty which is causing inattentiveness or impulsivity. Therefore, to ensure that we are offering a thorough and valid assessment, we may need to include a number of assessment tools. The assessment specialist will talk you through each assessment and the rationale for it during the intake session.

4. Why is it not a set cost?

As we tailor each assessment to the individual, this means that the assessment fee is based on which standardized measures we administer. The assessment specialist will identify which measures would be required to achieve what you want from the assessment and give you a quote for this during the intake session. You then have the option to add additional measures to the package if you wish.

5. Can the report be given abroad for recommendations?

This very much depends on the country you are going to. All of our assessments are standardized which means they are administered and scored in a consistent or 'standard' way. They have been widely researched across the world and are considered best practice for assessing individuals. All of the assessment measures used are also internationally recognized and would be widely accepted in most countries in the world.

6. Can I have a separate report for school?

The assessment report is written for you as the parent/client. If you prefer to have an amended version of the school, this can be requested from the clinician. The changes to the original report will primarily involve amending parts of the background history if there is sensitive information that you do not want the school to know about. It is often helpful to discuss the findings and recommendations with the school so that they can make reasonable adjustments to their teaching and/or environmental adaptations.

Having said that, the report belongs to you and it is your decision as to whether or not you wish to share it with your child's school, irrespective of whether your child was referred by his/her school or if it was requested by the school.

7. Should I bring my child with me to the intake?

We ask that you do not bring your child or adolescent to the intake session. The reason for this is that it allows you to provide an 'uncensored' overview of your concerns for your child. Having your child present at the appointment may make you less likely to disclose or openly share with the assessment specialist due to concerns that this may affect your child's feelings or attitude to the assessment process.

8. Can I attend the testing sessions?

Generally, the answer is no. It can be distracting or anxiety-provoking for a child to have their parents watching them complete the tasks. For this reason, we complete the assessment testing sessions separately with the child. Nonetheless, you are welcome to stay at the center whilst your child completes testing if you wish. If there are any specific reasons for this request, the assessment specialist can talk to you about this in more detail.

9. How should I talk to my child about the assessment?

You can tell your child that they will be asked to complete some games and puzzles so that we can see what things they are really good at, and what things they find more difficult. Try to avoid using the terms 'doctor', 'testing' or 'assessment.' Prior to the initial assessment session, the assessment specialist can provide more detailed advice in how to prepare your child for the assessment process.