

## The importance of context

The assessment process aims to be solution focused and it involves the ethical application of psychological skills and knowledge. It involves ongoing dialogue and collaboration with key stakeholders (eg. child/young person, parents/carers, school staff, allied professionals etc.) to promote a shared and contextual understanding of the child or young person's needs.

Educational psychology assessment considers information beyond the level of the individual, such as the effects of events and circumstances in the surrounding environment (eg. variables such as pupil group, teacher practices, approaches to learning and teaching, school systems and family factors) may be taken into consideration. It evaluates outcomes to further inform the ongoing process of assessment and intervention

## Agreeing on next steps

By taking account of all available information, Educational Psychologists work with others to explore potential solutions to current concerns about the child or young person.

## Requests by Parents/Carers for Educational Psychology Assessment

The Education (Additional Support for Learning) (Scotland) Act 2004 makes provision for parents/carers to request educational assessment for their child.

EPs will respond to such requests in line with their professional guidelines, which inform the approach to assessment outlined in this leaflet.

East Dunbartonshire Council Educational Psychology Service:  
Phone: 0300 123 4510

The Association of Scottish Principal Educational Psychologists  
<http://www.aspep.org.uk/>

The British Psychological Society  
<http://www.bps.org.uk/>

Education (Additional Support for Learning) (Scotland) Act 2009  
<http://www.gov.scot/Topics/Education/Schools/welfare/ASL>

Health and Care Professions Council  
<http://www.hcpc-uk.org>

When we begin involvement with your child, we will read with you our privacy statement which sets out what we will do with the information you give us. The privacy statement will be given to you along with our Request for Assistance Form.



Other formats

This document can be provided in large print, Braille or on CD and can be translated into other community languages. Please contact the Council's Communications Team at:

East Dunbartonshire Council, 12 Strathkelvin Place, Southbank, Kirkintilloch, G66 1TJ Tel: 0300 123 4510

本文件可按要求翻譯成中文，如有此需要，請電 0300 123 4510。

اس دستاویز کا دورہ شراست کرنے پر (اردو) زبان میں ترجمہ کیا جاسکتا ہے۔ براہ مہربانی فون نمبر 0300 123 4510 پر رابطہ کریں۔

ਇਸ ਦਸਤਾਵੇਜ਼ ਦਾ ਮੌਜੂਦਾ ਕਰਨ ਤੇ ਪੰਜਾਬੀ ਵਿੱਚ ਅਨੁਵਾਦ ਕੀਤਾ ਜਾ ਸਕਦਾ ਹੈ। ਕਿਰਪਾ ਕਰਕੇ 0300 123 4510 ਫੋਨ ਕਰੋ।

Gabhaidh an sgrìobhainn seo cur gu Gàidhlig ma tha sin a dhìth oirbh. Cuiribh fòn gu 0300 123 4510

अनुवाद करने पर यह दस्तावेज हिन्दी में भाषांतरित किया जा सकता है। कृपया 0300 123 4510 पर फोन कीजिए।



# A guide to Educational Psychology Assessment

# What is Educational Psychology Assessment?

Educational psychology assessment is a process of information gathering by an Educational Psychologist (EP), which may inform future intervention. It will consider environmental, contextual, cognitive, behavioural, emotional and social factors.

## The principles of educational psychology assessment

EPs use a 'least intrusive, most effective' approach to assessment in which assessment is viewed as an ongoing collaborative process involving key people in a child or young person's life.

## Features of educational psychology assessment

Educational Psychologists are interested in how a child or young person gets on in different places and with different people. Information is gathered from those who have close contact with the child or young person. They may also be involved in observation or individual work with the child or young person.

At an initial consultation meeting with family and school staff, the EP will gather information about the child or young person.

## Information is gathered by:

- Talking to parents, the child or young person and school staff eg. child's class teacher and/or support staff
- Looking at the child or young person's class work
- Considering additional sources of information about the child or young person eg. school assessments, multi agency involvement.

## EP assessment is not a single approach, package or tool but there are consistent features in that:

- Parental/carer agreement for EP involvement will always be sought. Young people may also give informed consent or make an informed request for assessment.
- It builds upon existing assessment information and any ongoing intervention plans.
- It informs further intervention whilst remaining part of the ongoing collaborative cycle of plan-do-review.

## Assessment tools

Consultation provides the framework for much, and in some cases, all of the assessment required by an EP. This approach allows for the collation and consideration of shared information before collaboratively forming an action plan. The action plan will then be reviewed to measure impact.

Additional methods of information gathering may also be appropriate where the EP seeks to further explore presenting concerns using a variety of approaches (*eg. dynamic assessment, classroom observation, curriculum based assessment etc*).

In some cases, it may also be appropriate for the EP to work directly with a child or young person. This should be part of the contextual approach to assessment where the EP is clear about the purpose and aims of the individual assessment. EPs work with others to ensure that children are safe, healthy, active, nurtured, achieving, respected, responsible and included.

