



REMOTE EDUCATIONAL PSYCHOLOGY ASSESSMENT PROCESS

The Coordinated Educational Psychology Assessments are being conducted remotely until COVID-19 protocols allow for in-person visits. While this approach is not ideal, it is considered to have adequate validity as long as the process is managed correctly.

Remote testing takes longer than typical testing, usually requiring most of one school day per student, with breaks at recess and lunch. In some cases, the testing can be split up, with more than one student doing a portion of their assessment in a day, and completing the testing another day.

Remote testing will involve the following steps and requirements of schools.

Prior to the testing day, the psychologist will send to the school:

- a “testing kit”, including test booklets for each student to be assessed, necessary testing materials, pencils, etc.;
- forms for teachers and parents to complete; and
- prizes (toys, booklets, etc.) to be given to students when the work is done.

The psychologist can also supply a webcam and/or iPad which acts as a webcam, tripod, and headphones, to be set up in conjunction with the school’s technology.

Note: The psychologist only has four sets of blocks and a few cameras/tripods, which are being shared by all schools. Once the “kit” is in the school, all assessment steps must be completed as efficiently as possible so the kit can be forwarded to other schools that are waiting for assessments.

The school will need to provide:

- a private room, with no interruptions or distractions, in which the student feels comfortable and with adequate lighting for video;
- a reasonably large table, at the correct height for the student and with enough room for paperwork, and comfortable chairs for the student and facilitator;
- at least one large computer screen, or preferably two screens to allow the psychologist and student to see each other;
- at least one webcam/iPad with Zoom capability on all devices;
- high quality video on all devices with strong bandwidth to ensure smooth and clear delivery of the images and visuals of the student and psychologist; and
- high quality audio – preferably a direct line telephone audio in the private room.

A facilitator, preferably a special education trained teacher, will be needed and must:

- be trained by the psychologist on proper setup;
- be present for the entire assessment with the student, to ensure that all of the technology is working and to adjust things like camera angles, muting, etc., and also to provide extra eyes and ears to ensure accuracy; and
- set up the materials and technology in coordination with the psychologist.

After the testing:

- the family and appropriate school personnel will participate in a virtual debrief meeting with the psychologist;
- the psychologist will incorporate all of the available information in a written report which will be sent to the school as soon as possible after the assessment; and
- the test booklets, blocks, cameras and other tech, leftover test materials, prizes, etc. must be forwarded to another school directly or sent back to the psychologist. None of the test materials can stay in the school, and none are to be photocopied.