Beginner readers are starting to put it all together, and are often eager to do it by themselves. It’s important to support their efforts in a positive way and help them along the reading path.

A Beginning Reader:
- Can name letters in the alphabet and tell you many of the letter sounds
- Understands the concept of a “word”
- Is beginning to recognize a few words within text or from a list.
- Is beginning to represent the first and maybe last sound of a word when trying to spell.

When Reading with A Beginning Reader:
- Model finger-point reading.
- Take turns reading.
- Give your child time to decode the words.
- Encourage attention to letters & sounds.
- Let them reread the same books.
- Talk about the story.

Reading Websites:
- http://www.nationalreadingcampaign.ca/
- http://bookcentre.ca/
- https://tdreads.com/

Informed Consent & Privacy

INFORMED CONSENT:
Staff is required to obtain the parent’s/guardian’s informed consent to provide services to students.

Consent is typically obtained through a discussion with the parent/guardian outlining the nature and purpose of service, benefits and costs of the contact, likely outcomes and recommendations that may follow. This consent is confirmed in writing.

PRIVACY:
Staff is required to inform the parent/guardian as well as the student of the limits of privacy relating to the provision of services.

Information will not be disclosed to third parties without informed consent, with only a few exceptions which include circumstances in which disclosure is justified by law and allowed by professional ethical standards (e.g., risk of serious bodily harm), or required by law (e.g., reporting a child in need of protection; reporting a health professional who has sexually abused a client; a court order to release information from a record).

Please see the Privacy Statement found on the Board’s website under Special Education Staff for additional information.
**WHO are Psychological Services Personnel?**

Psychological Services personnel have training in psychology as it applies to education settings.

*Staff consists of Registered Psychologists, Registered Psychological Associates, and Psychoeducational Consultants.*

Registered staff are members of The College of Psychologists of Ontario and adhere to the Standards of Professional Conduct and the Regulated Health Professions Act (RHPA) and associated legislation including the Personal Health Information Protection Act (PHIPA).

**WHEN do Psychological Services Become Involved?**

Psychology staff assist students, families, and school personnel when various issues affect the student's school adjustment and learning. Involvement only occurs with the informed consent of the parent/guardian.

Consultation with parent/guardian consent, the Psychological Services Personnel will review the student's Ontario Student Record, speak with teachers and support staff, and the parents regarding the student. As a result the staff member will offer suggestions and make recommendations as to next steps, which may include consideration for psychological assessment.

Assessment generally arises following the Psychological Services Personnel's consultation. If a recommendation has been made to proceed with an assessment, then this will be completed with the aim of addressing the student's learning needs and/or identify factors that impact upon learning. The student's name is then place on a wait list. Please note while the student is on the list for assessment initial accommodations and modifications are being implemented by school personnel.

**WHAT is Involved in a Psychological Assessment?**

Students who are referred for a psychological assessment generally are having difficulties meeting with success at school despite having received extra help and support. The specific reasons why the student has been recommended for an assessment should have been discussed with the parent/guardian by school staff.

In obtaining consent, staff are sensitive to the unique needs of our diverse student population and may utilize other personnel as a means of communicating with and assisting families. If the parent/guardian is in agreement with proceeding the psychological services personnel will discuss the nature and purpose of the assessment and address any questions that may arise with the goal of obtaining informed consent.

Assessment of a student includes discussion with parents & school staff, observation of the student, review of school records/history, and individual standardized testing.

The purpose of an assessment is to identify the reasons for any difficulties the student is experiencing and ultimately to provide information to develop a program to help the student to be more successful.

The assessment is designed to answer questions about the student's learning abilities and to identify any other factors that might be affecting his/her learning. To answer such questions, the student is seen individually and he/she completes a series of activities.

The assessment can include an interview, an intelligence test, and evaluation of information processing abilities, academic skills, and perceptual-motor development. The student may be observed in the classroom and/or playground. The teacher may complete checklists on the student's behaviour at school and the parent/guardian may be asked to complete similar checklists concerning behaviour at home.

**WHAT Happens After a Psychological Assessment?**

Following completion of the assessment a report is written outlining the findings and recommendation to address any concerns that may have been noted.

The parent/guardian is provided the opportunity of meeting the Psychological Services Personnel individually to obtain feedback and subsequently school personnel are provided similar feedback.

A number of outcomes can come from the completion of an assessment including: specific programming recommendations and suggestions; recommendation for convening an Identification Placement Review Committee (IPRC) meeting to consider an identification of exceptionality under the Education Act; the provision of a clinical diagnosis, where appropriate, such as ADHD, and any other recommendations deemed necessary to assist the student in achieving success.

If a student is deemed to be exceptional within one of the five categories of exceptionality provided by the Ministry of Education, then a decision is made concerning specific classroom placement and the development of an Individual Education Plan occurs with parent/guardian input as a result of the IPRC.

The Psychological Assessment would have identified the student's specific strengths and needs.

The assessment assists in the further development of accommodations and modifications to the student's curriculum to maximize the student's learning potential.