

SERVICES OFFERED (CONTINUED...)

Intervention

- planning and implementing interventions for specific students with identified behavioural and/or academic problems
- collaborating with program planning teams to develop adaptations, Individual program Plans (IPP's), and transition plans.
- delivering supportive programs for students (e.g. anger management, social skills, conflict resolution)
- offering crisis intervention at the school/board level
- supporting the school personnel and parents/guardians in the implementation of recommendations and plans
- providing short-term personal counselling to students
- developing strategies/interventions for classroom management

Situations that might warrant a referral to a School Psychologist by a Program Planning Team include the following:

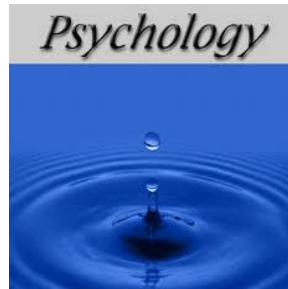
- The classroom and resource teachers have worked with the student and have carried out some informal individual educational assessments. The student is not responding to the strategies the teacher has put in place and they do not know why. The Program Planning Team believes that they require more information regarding the student's learning style, cognitive, and developmental profile in order to meet the student's needs.

- Teachers and Program Planning Teams are uncertain about the student's developmental level and need assistance in developing realistic long-term expectations for the student.
- A student has serious behavioural and/or emotional problems, and the Program Planning Team wants to know what (neurological, socio-emotional, environmental, and personality) factors might be affecting the student's behaviour. An assessment in this case may lead to referral to other professionals, suggestions of specific types of intervention strategies, or identification of the most appropriate therapeutic or counselling interventions.

From: Guidelines for the provision of Psychological Services in Nova Scotia schools (Draft)

How are referrals made?

Referrals come directly from the School Program Planning Team. Parents can contact the school Principal, Program Support Teacher or Guidance Counselor to discuss having their child referred to the School Psychologist.



**School
Psychological
Services
Brochure**



September 2010

School Psychological Services

Who Are School Psychologists?

All psychologists must be registered with the Nova Scotia Board of Examiners in Psychology in order to practice psychology in Nova Scotia. Psychology is a self-regulated profession under the Nova Scotia Psychologists Act (2000). To be registered, psychologists must meet the standards of the profession, which include a graduate degree in psychology and extensive education, training, and supervised work experience in psychology.



Training to be a school psychologist emphasizes preparation in learning styles, psycho-educational assessment, child development, behavior, mental

health, counseling and school organization. School psychologists work collaboratively with students, parents, school personnel, community agencies and mental health professionals.

SERVICES OFFERED

Consultation

- consulting and working collaboratively with school personnel, parents/guardians, and outside agencies to meet the needs of the child
- providing parents/guardians with specific information about their child's development and its relationship to typical child development
- consulting with teachers, parents and community groups on a variety of topics (e.g. information on specific disorders, interpreting assessment results, understanding student's strengths and needs and how they relate to classroom functioning)
- consulting with program planning teams and others and participating in the program planning process to make achievable and appropriate recommendations and plans for students
- consulting with teachers on the area of classroom management strategies
- assisting educators in the interpretation of psychological reports from outside agencies (e.g. IWK Health Centre, private practice, Child and Adolescent Mental Health Services)

Assessment

Assessments can include:

- observation in various settings (e.g. classroom, gym, music room, etc),
- interviewing (e.g. parent/guardian, teachers, student)
- collecting relevant data (e.g. school history, developmental history, Student Record review, referral form)
- informal assessments (e.g. work samples, checklists)
- formal standardized testing (e.g. cognitive, achievement, behavioural, adaptive functioning, social-emotional, developmental)
- interpretation (e.g. profile analysis, integration of information from a variety of sources)
- report writing (integration of information from all sources available; presented in an accessible language for school personnel, parents/guardians, students (if appropriate), and other professionals; specific to a particular student.)