

Psychoeducational Assessments

Below is information relating to psychoeducational assessments/reports:

1. A report should contain a clear diagnostic statement identifying the diagnosis/diagnoses.
2. Testing should be comprehensive. No single test should be used in isolation for the purpose of diagnosis. Several domains should be addressed, including but not necessarily limited to:
 - A. **Aptitude**
 - The Wechsler Adult Intelligence Scale - IV (WAIS IV) listing the sub-test scores is the preferred instrument.
 - The Woodcock-Johnson Psychoeducational Battery- Revised: Tests of Cognitive Ability or the Stanford Binet Intelligence Scale: Fourth Edition are acceptable alternatives.
 - B. **Achievement**
 - A review of a student's academic history and an assessment of the current levels of functioning in reading, mathematics, and written language.
 - Acceptable instruments include: Canadian Test of Basic Skills; Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Achievement; Stanford Test of Academic Skills (TASK); or specific achievement tests such as the Test of Written Language -2 (TOWL-2), Woodcock Reading Mastery Test, or the Stanford Diagnostic Math Test.
 - C. **Information Processing**
 - Relevant areas of information processing (e.g. short and long-term memory, sequential memory, visual/auditory perception, attention, fine-motor dexterity, processing speed) should be assessed using subtests from the WAISIV or Woodcock-Johnson Tests of Cognitive Ability, or other appropriate instruments of the psychologist's choice.
 - D. **Social-Emotional Status**
 - Formal assessment instruments and clinical interview maybe used.
 - We are aware that social-emotional issues may occur concurrently with, or may be secondary to, learning disabilities. It is helpful to know as much about these issues as possible in order to provide the most appropriate academic accommodation.
 - We also request that attention be given to the differential diagnosis of psychological disorder other than learning disabilities that may have an impact on academic performance.

3. Testing should be relatively current. We prefer to receive assessments that have been completed within four years of a student's start date at York University. We will accept older assessments to initiate registration.
4. Test scores/data should be included. This information helps us in determining an appropriate support plan and may be necessary to substantiate eligibility for an academic accommodation(s).

Please Note: Students with psycho-educational assessments/reports that fail to meet the criteria listed may be required to undergo further diagnostic assessment prior to receiving an academic accommodation(s).

Individual Education Plans (“IEPs”) can be submitted to Student Accessibility Services as additional documentation or to start the registration process. An IEP is not a substitute for a psychoeducational report. If referenced on the IEP, we will ask students to provide their most recent psychoeducational report. If a student does not have this report, a copy should be available from their Ontario Student Record (OSR). A student’s OSR is kept at their high school for 5 years following graduation.