

School Psychology Services Handbook

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INTRODUCTION

In developing the *School Psychology Services Handbook*, the Surrey District school psychologists are offering an opportunity to clarify expectations and to share understanding of their potential roles and responsibilities. School psychologists embrace the philosophy of inclusion and they attempt to support the learning environment needs for all children, including the most vulnerable in the student population.

The information contained in this handbook is meant to inform and guide district support staff, School-Based Teams (SBT), administrators, classroom teachers, specialist teachers (LST, IST, BASES), school counsellors, education assistants (EA), applied behaviour analysis support workers (ABA SW), child and youth care workers (C/YCW), community partners, parents/legal guardians, and students in:

- 1) understanding how the Universal Design for Learning framework dovetails with school psychology methodology;
- 2) gaining knowledge of school psychology's guiding beliefs;
- 3) outlining areas of potential service delivery;
- 4) highlighting methods of effective practices;
- 5) addressing frequently asked questions; as well as,
- 6) defining commonly used terms.

School psychologists are trained in current research and scientific knowledge related to psychology and education. They are credentialed or licensed professionals who have completed a Masters or a Doctorate degree, with a specialist focus in school psychology. They are informed in principles of learning, thinking, perception, behaviour, motivation, emotion, interpersonal relationships, and a variety of areas related to human development including child development. School Psychologists are skilled in using a variety of assessment measures that require specialized graduate level training as well as supervised practice under qualified practitioners, including Level B and Level C standardized assessment tools. In addition, certified and/or registered school psychologists adhere to the standards of effective practice and ethical guidelines of their profession, as required by organizations such as the [College of Psychologists of British Columbia](#), [British Columbia Association of School Psychologists](#), [National Association of School Psychologists](#), [Canadian Psychological Association](#), or the [British Columbia Psychological Association](#).

FRAMEWORK

School psychologists have incorporated the [Universal Design for Learning \(UDL\) model](#) as one of the ways psychological services can be provided to students with diverse needs.

School psychologists often balance the provision of direct services to children and educational teams with efforts in strengthening the partnership. Central to this is improving students' academic, social/emotional, behavioural, and adaptive skills performance. School psychologists collaborate, consult, and strategize with teachers, administrators, parents, students, district support staff, other districts, and community agencies in order to develop effective interventions that will address each student's specific learning needs. Monitoring and follow-up efforts are also conducted in order to ensure progress occurs. In addition, school psychologists can assist in designing preventative classroom based, as well as school/district-wide initiatives that promote healthy learning environments.

GUIDING BELIEFS

School psychologists are committed to the following values:

Respect for Diversity and the Rights of the Individual

- To act in the best interest of the child.
- To honour the diverse needs of students.
- To respect the privacy, confidentiality, and self-determination of individuals.

Responsiveness to Client

- To establish trusting relationships.
- To listen to parent(s)/family/legal guardian(s) concerns.
- To support the classroom teacher, specialist teachers, school counsellors, district staff, and administrators in their work.
- To involve outside agencies and community services as needed.

Capacity Building

- To empower school staff through collaborative consultation.
- To share knowledge and strategies focused on the individual as well as across systems.
- To seek sustainable improvements with respect to the learning environment.

Interventions

- To support the least intrusive and earliest intervention.
- To engage consultation, evidence-based problem solving, and follow-up at the beginning signs of learning difficulties.
- To focus on the prevention of academic, social and emotional challenges.

Integrity

- To practice open, transparent, and honest discussion of a student's strengths and needs.
- To utilize professional judgment and objectiveness in adherence with effective practices in school psychology.
- To practice strategic intervention grounded in evidence-based practice (e.g., current science and educational research).

THE ROLE OF THE SCHOOL PSYCHOLOGIST - Five Levels of Intervention

The main goal of the school psychologist is to take systematic steps to understand and support students in need of assistance. Historically, the traditional role of the school psychologist has been primarily focused on the assessment of individual students in order to guide educational planning and make appropriate educational placement decisions. This historical service delivery model was typically referred to as the “refer, test, place” model. Today, many school psychologists have specialized training and provide additional services within their area(s) of expertise and competence. The following highlights some of the areas in which school psychologists may lend a helping hand.

1. DISTRICT-WIDE INTERVENTIONS

School psychologists may work to plan and implement district and system-wide intervention services. These services may include:

- ***In-service Education.*** Providing in-service training to staff on a district-wide basis.
- ***Screening.*** Organizing early screening programs to identify those students who are “at risk” for school difficulties.
- ***Intervention Programming.*** Assisting in the development and implementation of district-wide intervention programs, such as alternative education programs.
- ***Outreach.*** Developing programs that engage individuals outside of the school context, such as implementing parenting groups.
- ***Networking.*** Networking with outside agency personnel in order to plan and implement district-wide programs.
- ***Advocacy.*** Advocating for the rights of all students.

2. SCHOOL/CLASS-WIDE INTERVENTIONS

School psychologists may work to plan and implement school-wide and classroom-based intervention services. Services may include:

- ***Consultation and Collaboration.*** Assisting staff members and School-Based Teams with intervention programming for school-wide and classroom-based initiatives such as: bullying programs, enhancing home-school collaboration, and collecting and interpreting data related to school improvement and student outcomes, for example.
- ***In-service Education.*** Providing in-service training and workshops to teachers and administrators in professional development areas such as classroom management, learning disabilities, standardized tests, Fetal Alcohol Spectrum Disorder, Autism Spectrum Disorder, or cultural diversity.
- ***Prevention.*** Advising on preventative school-wide initiatives, such as programs to assist in the development of pro-social behaviours, resilient classrooms, positive school environments, and general student safety.
- ***Group Skills Development.*** Organizing small groups to focus on the development of a particular skill, such as social skills training, aggression replacement training, and reading skills.

3. EVIDENCE-BASED INTERVENTION

School psychologists may take part in school-based research projects. Even if they are not formally involved in research projects, school psychologists are aware of current “effective practice” research and apply this information every day.

4. STUDENT-FOCUSED INDIRECT INTERVENTION

School psychologists may work with other individuals to *indirectly* help plan interventions for students. Services may include:

- ***Consultation and Collaboration.*** Consulting and collaborating with teachers, administrators, parents, students, education assistants, district support staff, other districts, personnel, and community agencies regarding the nature and educational implications of: students' strengths and needs, integrating educational strategies across settings, using a response-to-intervention approach to develop instructional strategies to enhance student learning and interpersonal relations, and engaging in data-driven problem-solving.
- ***Program Planning.*** Helping to adapt and/or modify curriculum based upon individual students' strengths and needs.
- ***Setting Goals.*** Setting goals for students based upon gathered information.
- ***Assisting Teachers.*** Suggesting particular instructional strategies and programs based upon students' individual strengths and needs.

5. STUDENT-FOCUSED DIRECT INTERVENTION

School psychologists may work to *directly* provide assessment and/or intervention services to students. Services may include:

- ***Individual Psycho-educational Assessment.*** Completing formal psycho-educational assessments in order to provide information that assists school and home partners to better understand: the nature and implications of a student's educational, social-emotional, and vocational needs; selecting intervention strategies based upon assessment results, or setting individual goals.
- ***Individual Program Development.*** Recommendations provided within a psycho-educational assessment report can be integrated into [Individual Education Plans \(IEPs\)](#) and/or [Positive Behaviour Support Plans](#).
- ***Informal Measures of Assessment.*** Curriculum-based assessment and/or informal language assessment.
- ***Networking.*** Networking and consultation with outside agencies to improve the educational outcomes for an individual student.

THE REFERRAL PROCESS

The referral process in Surrey for school psychological services are provided at several different levels.

First, school psychologists provide service at the systems-level (Phase 1: School Planning). **District-wide, school-wide, and class-wide interventions** may be tried at this level. This level of consultation does not involve making any diagnoses, however, school psychologists may assist others through in-service workshops, consultation, goal-setting, and program development.

Second, school psychologists may take part in **student-focused indirect intervention** (Phase 2: Pre-Referral) whereby they might observe a student's behaviours in order to formulate more specific/individualized interventions. This may include behavioural observation, functional behavioural assessment, file review, and collaborative consultation with teachers. The involvement of the school psychologist for an individual student should be discussed with a parent beforehand.

Finally, school psychologists may provide intensive, **student-focused assessment or direct intervention** (Phase 3, 4, and 5) such as a psycho-educational assessment.

TWO LEVELS OF CONSENT

The first level of consent is reached when a student's parent or legal guardian agrees to future assessment by a school psychologist by signing the consent form within the [Student Support Referral](#) package. [Consent for Referral for Psycho-educational Assessment](#) **must** be obtained for all students who are **under the age of 19** prior to their receiving direct service (e.g., consultation, observation, formal assessment) by a school psychologist.

The second level of consent, or *informed consent*, occurs when consent for the assessment is discussed *directly* with the parent or legal guardian. Informed consent refers to seeking *voluntary, full and active* participation of parents or legal guardians of students. The Canadian Psychological Association (CPA) emphasizes that “informed consent is a process that involves taking time to establish an appropriate trusting relationship and to reach an agreement to work collaboratively, and may need to be obtained more than once (e.g., if significant new information becomes available).....If signed consent forms are required by law or desired by the psychologist, the individuals or groups giving consent, or the organization for whom the psychologist works, establish and use signed consent forms that specify the dimensions of informed consent or that acknowledge that such dimensions have been explained and are understood. ” (CPA, 2017). Thus, once the initial [Consent for Referral for Psycho-educational Assessment](#) is signed by parents or legal guardians, school psychologists contact parents/guardians in order to obtain informed consent by phone or through a meeting prior to the start of the assessment. Translation services are available in multiple languages to support parents' understanding of issues related to school psychology services.

In addition to parental/legal guardian consent, school psychologists are ethically obligated to respect the dignity and self-determination of the student. While children are not seen to be legally competent to consent to participate in a psycho-educational assessment, it is respectful to solicit *assent*. Consistent with effective practice, school psychologists fully inform students about the nature of the assessment process and to gain their active participation. Each student has the right to be fully informed about the nature of the assessment process.

DISTRICT ASSESSMENT GUIDELINES

Assessment is a systematic process of gathering information in order to make appropriate educational decisions for a student. It is a collaborative and progressive process designed to identify the student's strengths and needs, and results in the identification and implementation of selected educational strategies. (*Surrey Schools [Learner Support Team \(LST\) Handbook of Guidelines and Procedures](#)*)

SCHOOL BASED ASSESSMENT

- Assessment begins in the classroom, as the teacher observes learning and behaviour and gathers classroom-based information.
- Classroom-based assessment data, is used to introduce variations in instructional approaches, evaluating the success of using such teaching techniques and instructional materials with the student.
- Information sharing between teacher and parent (and, when appropriate, the student) regarding concerns and progress is ongoing.

If these steps prove insufficient to meet the student's educational needs, the teacher will embark on a process of consultation and collaboration with the school-based resource personnel. This may take the form of classroom observation, additional assessment, the consideration of additional classroom intervention strategies, and implementation of those strategies.

For many students, such collaborative planning and the resulting interventions will successfully address the student's needs. However, if this is not the case, the teacher may approach the school-based team for further assistance. (*[BC Ministry of Education Special Education Services: A Manual of Policies, Procedure and Guidelines](#), 2016*)

School-Based Team (SBT)

Ongoing classroom and school-based progress monitoring will help inform the need for more intensive interventions or assessment. It is assumed that students brought forward for consideration for a more formalized assessment at School-Based Team, will have received various documented intervention strategies, as well as adaptations and supports outlined in a [Student Support Plan or Individual Education Plan](#). The School-Based Team, in consultation with the District School Psychologist will collaboratively review student information, as well as school-based supports and interventions, and determine the appropriateness of psycho-educational assessment.

BC Ministry of Education Designations: Special Considerations

Classroom based assessment and progress monitoring is required for all students. Students who have the most complex needs and are identified as having a BC Ministry of Education Special Education designation (below), should be continually monitored, with regular reviews and consultation/collaboration among members of the educational team, to ensure appropriate educational interventions and supports align with their presenting needs.

- | | |
|--|--|
| • Autism (G) | • Mild Intellectual Disability (K) |
| • Deaf/Hard of Hearing (F) | • Moderate Behaviour Support/Student with Mental Illness (R) |
| • Deafblind (B) | • Moderate to Profound Intellectual Disabilities (C) |
| • Gifted (P) | • Physical Disability/ Chronic Health Impairment (D) |
| • Intensive Behaviour Interventions/Serious Mental Illness (H) | • Physically Dependent (A) |
| • Learning Disabilities (Q) | • Visual Impairment (E) |

School-Based Team Assessment Review

Students diagnosed with Neurodevelopmental Disorders (Learning Disability/Learning Disorder, Intellectual Disability) and meet the Ministry of Education Special Education Designations with specific impairments in learning, require an initial Psychoeducational Assessment. Following, and throughout a student's academic career, a formal **School-Based Team Assessment Review** should be scheduled to ensure a psycho-educational assessment's consistency over time, discuss transition planning and provide any further documentation required for access to community supports and services. Updated psychoeducational assessments may also be considered at these School-Based Team Assessment Reviews. The School-Based Team Assessment Review must include consultation with the school based School Psychologist.

The following table is provided as a guideline for scheduling a formal **School-Based Team Assessment Review**, based on a student's initial psycho-educational assessment, diagnosis and designation:

DISTRICT PSYCHO-EDUCATIONAL ASSESSMENT PRIORITY GRID

DIAGNOSIS	SCHOOL BASED ASSESSMENT	INITIAL PSYCHO-EDUCATIONAL ASSESSMENT	SCHOOL –BASED TEAM (SBT) ASSESSMENT REVIEW
Learning Disabilities/Learning Disorder (Q)	Ongoing school based assessment and review.	Grade 2 or earlier	By Grade 7
Mild Intellectual Disabilities (K)		Grades 3 - 7	Within 5 years
Moderate to Profound Intellectual Disabilities (C)		Grades 8 - 12	As needed

THE PSYCHO-EDUCATIONAL ASSESSMENT

In school psychology, assessment is generally defined as the process of information gathering in order to effectively *problem solve* with the school and home team regarding the academic, social/emotional, and behavioural needs of children and youth. “Concern for the rights and welfare of children is the top priority in the delivery of school psychological services.”

A psycho-educational assessment of a child or youth with learning or behavioural difficulties is based on information gleaned from a variety of sources; that is, it is *multifaceted*. As such, information can be derived from informal and formal assessment measures such as school files, professional records, observations and interviews of teachers and parents/legal guardian(s) for the purpose of obtaining developmental, medical, and psychosocial history. Formal assessment may include measures of cognitive/developmental functioning, academic achievement, language processing, information processing, executive functioning, visual-motor development, social-emotional and behavioural adjustment, and/or motivation.

Children and youth with learning or behavioural difficulties are assessed in specific areas in accordance with identified need. In addition, a psycho-educational assessment includes information from other sources regarding health, vision, hearing, and mental health status. As such, psycho-educational assessments are *comprehensive*.

School psychologists are sensitive to culture and ethnicity factors that may impact assessment results. Furthermore, they select appropriate assessment instruments in accordance with the child or youth's age, first language, cultural background, and disabilities. School psychologists do their best to ensure psycho-educational assessments are *nonbiased* and *fair*.

Assessment instruments are selected in order to provide a profile of the student's strengths and needs with a view to developing a more focused intervention/service. Assessment findings are summarized in a written report which is shared with the parent/legal guardian(s), the school-staff, and with the student (as appropriate). Written reports include interpretation of the assessment results and recommendations to support the child or youth's learning and development. School psychologists review the report with parents, and let them know how the report will be made accessible to others working with the student.

Psycho-educational assessment results enable school psychologists to make recommendations for a special education designation (if applicable) and related services.

PRACTICAL REQUIREMENTS FOR EFFECTIVE ASSESSMENT PRACTICES

To conduct time-efficient psycho-educational assessments, school psychologists benefit from the following:

- **Pre-assessment documents.** It is helpful to access a [student's Permanent Record \(PR\) file](#) and [Learner Support Team file](#) in order to gather information about the student's medical, developmental, social, and educational history. This may include previous assessment documents such as reports from an optometrist (within 24 months) or audiologist (within 36 months), as well as LST screening test protocols or rating scales.
- **Space.** A quiet testing environment, well lit, in a room with a door, where no interruptions are likely to occur. A table and two chairs are also necessary.
- **Time.** An efficient communication system between the school and the school psychologist is recommended:
 - i. To ensure that there are no conflicts in a student's schedule (e.g., field trips, absence, assembly for the school, or presentations).
 - ii. To mutually decide when assessment dates will be scheduled.

Healthy and rested students. Students who will be assessed should:

- i. Eat a healthy meal before the testing session (e.g., limited caffeine, low sugar intake).
- ii. Have had a good night's rest the night before testing.
- iii. Not be sick.

The school psychologist should be informed if there are any influencing factors that could alter the student's performance during the assessment process, as this may affect testing results and interpretation.

CONFIDENTIALITY

All information obtained in the assessment process, including the assessment report, is considered confidential. This means:

- The content in the assessment report is considered sensitive.
- The assessment report may only be disclosed to authorized school staff.
- The assessment report must be stored in a confidential (red) folder.
- All standardized test protocols administered by school psychologists must be placed in the school psychologist's office file.
- All confidential information (protocols and assessment reports) must be stored in a locked cabinet.
- The school principal must be aware of the location of school psychologist files (e.g., protocols etc.).
- All assessment records must be stored until the student is 26 years old, and then shredded, confidentially as per the records management policies of the school district.

Confidentiality of the psycho-educational assessment information is revoked, as required under law, if the school psychologist perceives that there is a risk of harm in situations such as the following:

- student presents an imminent danger to himself/herself or other individuals, and the law requires that steps be taken to prevent such harm; and/or
- A vulnerable student is in need of protection and a report must be filed with the appropriate agency; and/or
- A court orders the disclosure of records.

FREQUENTLY ASKED QUESTIONS

WHAT IS A SCHOOL PSYCHOLOGIST QUALIFIED TO DIAGNOSE?

School psychologists are trained to diagnose the following B.C. Ministry of Education categories of special needs students:

- Gifted
- Learning Disabilities
- Mild Intellectual Disabilities
- Moderate to Profound Intellectual Disabilities

In addition, Registered Psychologists, or Registered Psychological Associates who practice in the school system are considered competent to diagnose with their own self-declared areas of specialty.

WHAT IS THE DIFFERENCE BETWEEN A SCHOOL PSYCHOLOGIST AND A PSYCHOMETRICIAN/PSYCHOMETRIST?

Historically, a psychometrician or a psychometrist is a person who has been trained to administer standardized tests. They have knowledge of the technical properties of standardized assessment procedures. In contrast, the school psychologist has advanced training at the Masters and Doctorate level and can both administer and interpret psycho-educational tests.

HOW LONG DOES A PSYCHO-EDUCATIONAL ASSESSMENT TAKE FOR A STUDENT?

The entire process varies depending on the needs of the child. In general, the time required to complete a psycho-educational assessment may require a number of sessions over a number of days (e.g.; two to five sessions of approximately 1.5 to 2 hour time slots for each session). The number of sessions and length of these sessions varies depending on the needs of the individual child. The assessment process potentially includes classroom observations, staff consultation, parent interviews, behaviour rating scales, or specialized measures that further investigate areas of concern. Feedback on the assessment results and report writing is expected to occur in a timely manner after commencement of the assessment process.

HOW MANY PSYCHO-EDUCATIONAL ASSESSMENTS WILL A SCHOOL PSYCHOLOGIST COMPLETE IN EACH OF THEIR SCHOOLS IN ONE SCHOOL YEAR?

The number of psycho-educational assessments that a school psychologist will complete will vary across schools, and this may change from year to year. Many factors affect the number of assessments that are completed within a school, including: the complexity of the cases, the size of the school, and how the school would like to utilize the school psychologist's expertise. In addition, school psychologists may be requested by the school to assist in the development of district/school/class-wide interventions or research, which in turn, is considered time and service tailored to the school's needs. (See the *Guide to Inclusive Education for Surrey Schools: Embracing Diversity, Equity and Inclusion* for more detailed information about what a school psychologist can do.)

WHO CAN BE ASSESSED?

School-Based Team decisions to conduct a psycho-educational assessment on a school-age child (Kindergarten to Grade 12) should occur on a case-by-case basis, and should involve a thorough discussion and collaborative consultation with the school psychologist. School-Based Teams determine needs and priorities based on suspected significant learning difficulties, persistent failure, distress, and/or limited progress. A comprehensive psycho-educational assessment, whether it includes formal and/or informal measures, can help provide valuable information in relationship to a student's:

- educational and medical history;
- family, cultural, and linguistic background;
- learning style;
- academic profile;
- cognitive strengths and weaknesses;
- social relationships;
- behaviour;
- attention;
- social/emotional functioning, as well as
- independent, adaptive behaviour.

HOW CAN SCHOOL PSYCHOLOGISTS HELP?

Consistent with the Universal Design for Learning (UDL) model, school psychologists can assist school staff in:

- Developing and prioritizing individual education goals;
- Partnering interventions with school staff in order to promote a student's positive development and academic growth; and
- Systematically reviewing, measuring, and evaluating progress of the intervention(s).

It is important to note that a diagnosis and/or a designation is not always an outcome of a psycho-educational assessment. Students may not meet Ministry criteria to be considered a student with special needs, or information may be inconclusive due to the interplay of language or other factors with the assessment process.

WHAT IS THE DESIRED PRACTICE IN OUR SCHOOLS WHEN CONSIDERING PSYCHO-EDUCATIONAL ASSESSMENTS FOR STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS (e.g., ENGLISH AS A SECOND LANGUAGE - ESL, ENGLISH AS A SECOND DIALECT - ESD)?

Students who are English Language Learners will naturally vary in the rate at which they develop the ability to support their learning using the English language. For that reason, each student situation must be carefully considered by the School-Based Team in deciding when it might be appropriate to proceed with a formal psycho-educational assessment. These assessments can serve to provide a current picture of the student's strengths and weaknesses as well as their instructional needs.

Many psycho-educational assessment instruments are dependent on English language proficiency and on a familiarity with North American cultural conventions. As such, professional judgment on the part of the school psychologist is needed, and in some cases, a conclusive determination of a learning disability may not be possible at the time the assessment is provided.

It is important to remember for English Language Learners, that a psycho-educational assessment using non-verbal measures can serve to provide useful information in relation to a student's current cognitive, academic, communication and functional independence levels, as well as instructional needs.

WHAT IS THE DESIRED PRACTICE IN OUR SCHOOLS FOR PROVIDING PSYCHO-EDUCATIONAL ASSESSMENTS FOR PRIMARY GRADE STUDENTS (GRADE K-3)?

Students in the primary grades are recognized to experience dramatic changes in their cognitive, academic and social growth, often across very short periods of time. Furthermore, the developmental pathway for children of these ages can be rather irregular, and is very individualized. For this reason, it is prudent to proceed conservatively in providing formal measures of the learning and behaviour of primary grade students that could inappropriately have a long-term implication.

Clearly, students whose learning, communication skills, or extent of self-care and independence appears to be *substantially delayed* should be considered for formal assessment in the primary grades to ensure that appropriate early intervention services and supports can be provided. For other students who may be suspected to have milder learning or behavioural "frustrations," an assessment in the early intermediate grades would usually be more appropriate.

IN WHAT CIRCUMSTANCES IS A RE-ASSESSMENT APPROPRIATE?

Please refer to the Surrey District Psycho-educational Assessment Priorities Grid for a detailed summary. It is suggested that re-assessment decisions that fall outside the above mentioned scenarios are individually monitored and evaluated. The following new situations may lead to a re-assessment:

- A previously assessed student continues to struggle academically or behaviourally, despite the implementation of remediation and interventions.

- A student is new to the district, and questions about the student's performance or interactions surface, warranting further exploration.
- School staff is asking for information about a student that has not recently been investigated. Prior results may be obsolete since the student was assessed when he/she was very young.
- A previously assessed student appears to have a changed learning profile.

School-Based Team is the appropriate forum to engage in discussion about the student with the school psychologist. If, after consultation with the school psychologist, the School-Based Team believes that the student would benefit from a re-assessment, then it is recommended that a referral to Student Support be generated.

ARE SCHOOL PSYCHOLOGISTS AVAILABLE TO THE LEARNING SUPPORT TEAM TEACHERS FOR ASSESSMENT SUPPORT AND INCREASED UNDERSTANDING OF STANDARDIZED TESTING?

School psychologists can offer an indirect or direct role in supporting the professional development of LST teachers interested in learning more discrete assessment skills. Depending on the school psychologist's training and the student's profile, suggestions could range from when to use informal, in-class assessment procedures to when to use more standardized formal assessments (e.g., Level A and B assessments). It is recommended that collaboration between the school support staff and the school psychologist occur on a case-by-case basis in order to contextualize the type of intervention that is in the best interests of the child. School psychologists can also advise on "effective practices" when employing different assessment tools, as well as provide assistance on the technical properties of a standardized assessment measure. Consultation with the school psychologist is encouraged in order to arrive at the best assessment decision for the student.

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