



CROSSROADS SCHOOL

CENTRE FOR REMEDIAL EDUCATION

EXTERNAL ASSESSMENTS AT CROSSROADS SCHOOL

Thank you for enquiring about a possible assessment at Crossroads School.

Children are usually referred for an assessment when they start presenting with specific challenges to learning or when something specific is impacting on their performance, behaviour, emotions and functionality in general.

When applying for admission to a Remedial School, a battery of assessments (e.g. Psychological -, Occupational Therapy, Speech and Language therapy and a scholastic assessment) is usually required. The relevance of a specific assessment will however be determined by the specific challenges that your child is presenting with.

The reason for assessments is to establish a baseline and to determine a child's specific areas of strength and weaknesses. This information will guide the recommendations and implementation of the most appropriate intervention programmes that might be required address these challenges, to enable the child to perform according to his or her potential. Assessments also provide valuable information to enable parents to make an informed decision regarding the most appropriate school placement based on a child's specific needs.

The following information can serve as a broad guideline to parents on **when to do which assessments**:

Cognitive assessment (completed by a **Psychologist**)

The following tests (WISC-IV; WPSSI-III; SSAIS-R; JSAIS; CAS.) can be completed depending on the age of the child, his/her verbal abilities and the reason why a cognitive assessment (which gives an indication of a child's intellectual ability) is requested. Children as young as 4 years can be assessed.

The same cognitive assessment tool cannot be repeated within a time frame of two years as the validity of test results is affected. An assessment that was completed in a period less than two years will therefore be regarded as current and valid when for example applying for admission to Crossroads School.

Cognitive tests primarily assess a wide range of abilities including attention, memory, problem-solving, language skills and intellectual functioning. It is a process of determining cognitive strengths and weaknesses through qualitative (approach to task 2 and observed behaviour) and quantitative (standardised and scaled measures) approaches. Test scores are interpreted on the basis of normative data and expected

level of performance based upon the child's educational level and an estimate of intellectual functioning. It provides information about how a child acquires and processes information and can identify areas where a child might lag behind his age group cognitively.

A Psychological assessment can also include an emotional assessment and will be applicable if underlying emotional challenges are expected for example anxiety, concentration difficulties, depression etc. It is recommended to have a cognitive and scholastic assessment completed when your child experiences learning challenges.

An assessment by a **Learner Support Therapist** is recommended to determine the learner's level of scholastic functioning and the results are reflected as standardised grade and age norms. These assessments also enable the therapist to identify the specific reasons for difficulties with which a learner might be presenting with in the areas of reading, spelling, writing and math.

An assessment by an **Occupational Therapist** is recommended when difficulties are suspected in the following areas which impact on the learner's educational or general performance:

- Gross motor skills
- Fine motor skills
- Sensorimotor skills and performance
- Visual-motor and perceptual skills performance
- Independent physical daily skills
- Environmental/therapeutic adaptations, and
- Adaptive behavioural responses

A **Speech and Language therapist** will do an assessment when any of the following difficulties are observed or suspected:

- Swallowing difficulties
- Delayed language development
- Pre-schoolers and school age children with articulation and phonological disorders, delayed play skill development, delayed pragmatic skills
- Children on the autistic spectrum with language difficulties
- Children with language processing disorders and language-based learning disabilities
- Individuals with voice disorders, non-fluency or stuttering
- Hearing impaired individuals 3

The following professionals, who are employed by Crossroads School, are registered with the HPCSA and have registered private practices which enable parents to claim the fees back from medical aid.

Each professional will compile their own report and will take full responsibility for the assessment, report and feedback to you the parent/s.

You are welcome to contact any of these professionals (depending on the reason / need for a specific assessment) to arrange for an appointment. These assessments will be conducted after school hours or during weekends and holidays.

**LIST OF CROSSROADS SCHOOL THERAPISTS (IN ALPHABETICAL ORDER)
AVAILABLE FOR EXTERNAL ASSESSMENTS**

Psychologists

Cornelia de Kock: 082 493 8176

Evert Reinette: 084 570 0665

Kerr Amy: 071 355 7586

Ashleigh Sacks: 072 395 5816

Occupational Therapists

Bahadur Thara: 082 344 9393

Helen Walker: 072 321 5750

Taryn Kibel: 073 351 6258

Speech and Language Therapists

Marshall Hayley: 072 132 3290

Myer Michele: 082 604 5217

Sarika Bharath: 072 612 3545

Steph Smit: stephnesmit@gmail.com

Learning Support Therapists

Yvette Smith: 082 824 5113

Marcia Verdelli: 083 496 4849

Should you require more detailed information please feel free to contact the Deputy Principal: Therapy, Mrs Cornelia de Kock, telephonically during school hours, or via email.

Disclaimer: Crossroads School does not endorse any specific professional and cannot be held liable for any assessment results, suggested treatments or any recommendations made by a specific therapist or psychologist. The assessment and

any related matters are the sole responsibility of each professional and queries must be directed to the specific professional should it be necessary. Crossroads School does not gain financially or in any other way by referring to these professionals. Assessments are conducted in the professionals' private capacity and are not any part of their duties as employees of Crossroads School; therefore the school does not accept any liability or responsibility in this regard. The viewpoints and findings are representative of a specific professional and do not necessarily reflect the viewpoint of Crossroads School. Parents are welcome to consult with any professional of their choice and are under no obligation to use only the services of the recommended professionals on the list.