



Psychology Practice

Psychotherapy, Assessment, Training, Research

Neuropsychological and Educational Psychological Assessments 2023

Introduction

Neuropsychological and educational psychological assessments for children and adolescents are requested for by parents, school, or doctors when a child has difficulties in reading, writing, mathematics, general learning, feels bored in school, has attention difficulties, or has socio-emotional or behavioural challenges. The assessment aims to understand the neuro-cognitive, educational, behavioural, social and emotional functioning of a child, identify any neurodevelopmental or learning disorder the child may have, and provide recommendations for schools and parents in response to the child's academic, social-emotional, and behavioural strengths and difficulties.

Assessment process

The assessment is a process which takes approximately 4 weeks and consists of 4 or 5 clinic appointments, 1 school visit and classroom observation, and sometimes a home observation. The clinic visits include a developmental history interview with parents, neurocognitive or educational assessments of the child, and discussion of the assessment results. A detailed report of the assessment results and recommendations will be given and explained to parents first, and will, with parents' approval, be shared (in summary form) with the child, and later the school to develop an Individualized Education (IEP) or Learning Support Plan (LSP). If a child has already had a full educational psychological assessment in the past, a (shorter) re-assessment process may be recommended, focusing on the current challenges and support needs, and examination requirements.

Assessment tools

During the assessment process various internationally recognized cognitive and behavioural tools are used to understand the child's abilities, strengths, and weaknesses.

In all assessments of children aged 6 to 17 years of age the following tests are used:

The **Wechsler Intelligence Scale for Children (WISC V, 2016)** gives a comprehensive picture of a child's abilities and provides a comprehensive measure of overall intellectual ability, as well as five specific cognitive domains that impact performance in the classroom and beyond.

The **Wechsler Individual Achievement Test (WIAT III, 2017)** is a test designed to measure a child's level of academic strengths and weaknesses. It assesses the specific domains: Oral Language, Total Reading, Basic Reading, Reading Comprehension and Fluency, Written Expression, Mathematics and Mathematics Fluency. It informs decision regarding eligibility for educational services, placement, or diagnosis of a specific learning difficulty.

The **Behaviour Assessment System for Children (BASC-3, 2015)** is used to evaluate symptoms of developmental, learning, and behavioral disorders. The assessment scales consist of 4 composite indexes with subscales. Three questionnaires are administered, one is designed for parents, one for teachers, and one for the child.

Depending on the first interview with parents and referral information from school or doctor, and the current age of the child the following assessment tools may be used in addition to or as replacement of the tests above in neuropsychological assessments. These can included but are not limited to: the Ages and Stages Questionnaire (ASQ 3, 2009), Autism Beck Youth Inventories (BYI, 2005), Beery Buktenica Developmental Test of Visual and Motor Integration (VMI, 2010), Clinical Evaluation of Language Fundamentals (CELF-5, 2013), Connors Rating Scales (Connors, 2008), Communication and Symbolic Behavior Scale (CSBS), Family Relations Test (FRT, 2008), NEPSY II (2007), Sentence Completion Tests (SCT), Social Communication Questionnaire (AQ), the Van der Bilt ADHD Diagnostic Rating Scale (VADRS, 2003), Vineland Adaptive Behaviour Skills (VABS, 2005), Wechsler Pre-School and Primary Scale of Intelligence (WPPSI, 2012), Wechsler Adult Intelligence Scale (WAIS, 2008).

Follow up

After completion of the assessment Psychology Practice can provide follow up on a term or semester basis with school and parents depending on the child's needs. The follow up recommendations will be shared with parents during the meeting in which the assessment results are discussed. When a child has a learning disorder, mostly school support will be indicated, and further follow up at the clinic may not be necessary. In case of attention, socio-emotional or behavioural challenges, a combination of both psychological out of school and in school support is often recommended. Psychology Practice provides psychotherapy for children, and families, as well as parental support programs, social skills trainings, and IEP support to teachers and schools. Common disorders we offer treatment for include Attention Deficiency Hyperactivity Disorder (ADHD), Autistic Spectrum Disorders (ASD), Processing Disorders, Adjustment Disorders, Intellectual Disabilities, Depressive disorders, Anxiety disorders, Post Traumatic Stress Disorder, Reactive Attachment Disorders, and Eating disorders. The most common treatment types we use with children are Cognitive Behavioural Therapy (CBT), play therapy, parental and systemic therapy, and Eye Movement Desensitization and Reprocessing (EMDR). Psychotherapy support typically consist of 5 to 10 weekly or biweekly sessions of 45-60 minutes each. Sometimes therapies take longer than 10 sessions. In consultation with The Surgery's general practitioners and consultant psychiatrists, psychotherapy may be combined with psychiatric drugs.

Assessment team

Child assessments are conducted by a team of internationally trained clinical child and educational psychologists working at Psychology Practice. Psychology Practice has provided assessments, counselling, psychotherapy, trainings, on job mentorships, and program development and monitoring and evaluation services for corporate, private non for profit, and individual clients since 2003. The practice is located at The Surgery in Naguru, Kampala, and has conducted child assessments for students of Acacia International School, Acorns International School, Aga Khan Schools, GEMS International School, Heritage International School, the International School of Uganda, Kampala International School of Uganda, Rainbow International School of Uganda, amongst others.

Dr Femke Bannink – Mbazzi is a clinical and educational psychologist and the director of Psychology Practice. She holds a PhD from the Faculty of Psychology and Educational Sciences, research group Disability Studies & Inclusive Education, and three Master degrees in Clinical Psychology, Educational Psychology / Pedagogy, and Cultural Anthropology respectively from Leiden University in The Netherlands and Ghent University in Belgium. She is an Associate Professor at the London School of Hygiene and Tropical Medicine, and head of the Disability Research Group at the MRC/UVRI & LSHTM Uganda Research Unit. She has 22 years of experience in clinical practice, of which 20 years in Uganda. She conducts all interviews with parents, socio-emotional and behavioural assessments of the child, decides on the cognitive assessment tools to be used, and shares the assessment results with parents. Dr Femke works together with **Vivian Olgah Kudda** and **Elizabeth Shalom Kawesa**, Clinical Psychologists (MSc) from Uganda, with over 7 years of work experience. They conduct the neuro-cognitive assessments. Classroom observations and follow up counselling and training at the clinic, home, and school where recommended can be carried out by all members of the team. **Anne Dewailly**, French clinical psychologist (MSc), with over 16 years of work experience, may also be involved in the follow up of French speaking families.

Pricing and payment schedules

The costs of first-time assessments are outlined below; different pricings apply for re-assessments. A deposit of 800 USD for all assessments is required to book an assessment place and should be paid 2 weeks prior to the first appointment, an invoice with payment details will be send after making a booking. Payments can be made in cash, by credit card or bank transfer. Full payment is due one week before the report discussion. We can provide a detailed breakdown of the assessment costs and letter of recommendation for insurance purposes if needed.

| Neuropsychological and educational assessments | Follow up psychological support |
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| Total costs: 1,400 USD | Cost per session: 120 USD |
| Interview with parents 100 USD - clinic | Family therapy session 120 USD - clinic |
| Social, emotional, and behavioural assessment 200 USD - clinic | Child therapy session 120 USD - clinic |
| Neuro-cognitive and educational assessment 800 USD - clinic | Parent therapy session 120 USD - clinic |
| Classroom observation and meeting with teachers 200 USD - within Kampala | School visit 200 USD - within Kampala |
| Report discussion parents 100 USD - clinic | Home visit 200 USD - within Kampala |

Appointments

For more information and booking an assessment please send an email with your child's name, date of birth, school, current year or grade, and reason for the request to femke.bannink@psychologypractice.org. In case your child needs an assessment report to apply for examination accommodations please book the assessment at least 3 months before the deadline of submission of the report to the examination board. For information about adult assessments and therapy services please contact the practice for further details.