

Prepping your Child

What to say if your child is coming for an assessment

Step 1: Talking about what you notice

Start with your own observations (or perhaps the teachers' observations from school).

Go for a balance... Keep it positive and strengths-based, but do also acknowledge the things your child finds trickier. After all, that is usually why we are doing an assessment!

"We've been noticing that you find some things easy, like _____ and some things trickier, such as _____."

"Mrs Smith says you do really well with _____ but get stuck with _____."

Step 2: Hearing your child's voice

Check in to see if your observations match how your child feels about things / what they know about themselves.

Ask questions. Listen to their own narrative about the things they find easier and harder.

"Is that how it feels to you?" / "Does that seem right, or have we got it wrong?"

"What do you find easiest at school? Which parts of school are the trickiest?"

It can be helpful to write down what your child says for the psychologist to get some insight into their way of thinking about it. .

Step 3: Normalising it

Say something to show your child that it is okay/normal to have strengths and weaknesses.

"Wow! You explained that so well. We all find some things tricky, and that can be different for different people".

Step 4: Getting them on board

Introduce the idea of the assessment (but don't use that word for younger children... use the word "**activities**" instead). You can also show them a photo of the psychologist.

"I've been told about somebody called <psychologist's name> who could help us figure out how you learn / why some things are easier and some things are harder"

"We would go to a place called <clinic name> and you would do some activities to find out how you think and learn. You'll take brain breaks when you need them."

"After that, <psychologist's name> will show us the patterns and we'll know more about how to make things work better for you. What do you think about that?"