


<p>Psychological and Behavioural Services</p> <p>RCCDSB 2013-2014</p>  <p>Psychologist: Dr. Jenny Demark Board Certified Board Analyst: Conrad Leung Website: www.childsolutions.ca</p>	<p>Office address and contact information:</p> <p>Jenny Demark, Ph.D., C. Psych Conrad Leung, MADS, BCBA 18 Louisa St. – Unit 360 Ottawa, Ontario K1R 6Y6 Phone: 613-222-9573 Fax: 613-695-5097 jenny@childsolutions.ca Conrad@childsolutions.ca</p>
<p>Candidates for this assessment:</p> <ul style="list-style-type: none"> • ASD • ODD • OCD • severe ADHD (on occasion) • Mental Health • Mental Illness 	<p>Who should be referred elsewhere?</p> <ul style="list-style-type: none"> • LD • DD • MID • mild ADHD (on occasion)
<p>Overview of Supports</p>	
<p>Tier 1: Provided by Dr. Jenny Demark</p> <ul style="list-style-type: none"> ✓ Psychological/Behavioural Assessment ✓ Behavioural collaboration between Dr. Demark and Jennifer Reid-Hudson for students with ASD <p>Tier 2: Provided by Conrad Leung</p> <p>In school behaviour consultation and program support, may include:</p> <ul style="list-style-type: none"> ✓ classroom observation ✓ program plan development and recommendations ✓ direct support of personnel ✓ consultation and debrief with staff ✓ data collection <p>Tier 3: SERT coaching support</p> <p>A system SERT would support the school team with:</p> <ul style="list-style-type: none"> ✓ identifying the underlying issue with the student ✓ explaining assessment data, reports and information in the OSR ✓ providing recommendations and suggestions for programming (may include rewards and reinforcement, academic assessment, skill building, providing resources, etc.) ✓ supporting the classroom teacher with inclusive practices (modifying, accommodating and SEA) 	
<p>Referral Process</p>	
<p>Sally Douglas, Kathy O’Neill and at times, Jennifer Reid-Hudson will book all appointments with Jenny, Conrad and SERTs.</p> <p>Tier 1:</p> <ul style="list-style-type: none"> • 8 assessments system wide • Allocated based on priority and student needs • Referrals must be made through respective coordinator (Sally or Kathy) <p>NOTE: These referrals should be made for the most difficult cases in your schools – likely students who do not already have a diagnosis of some sort or are not already being supported/seen by other service agencies (Phoenix Centre, CHEO, etc.).</p>	

Tier 2:

Sally Douglas and Kathy O'Neill will book Conrad's appointments.

- Approximately 20 consultations system-wide (10 at east end and 10 at west end).
- Conrad will travel to your respective school.
- Referrals made through respective coordinators (Sally and Kathy).
- If a follow up appointment is necessary, Conrad will contact Kathy or Sally to book the appointment.

NOTE: This support should be considered when NO other agencies are involved in supporting the student's behavioural needs.

Tier 3:

- Experienced SERT from another school will provide support at the school, in the classroom. (*This support is to help a new SERT and classroom teacher develop and implement a behavioral intervention plan in coordination with the coordinator and/or JRH - TEACHER to TEACHER*)
- Referrals made through respective coordinators (Kathy and Sally).

Required Forms and Documentation

Required documentation and form information for Tier 1:

- **SE 07:** Consent for Psychological Services
- **SE 02:** Confidential Request for Psycho-Educational Assessments

Please also send Dr. Demark (by mail, fax or email to the address above):

- Behaviour documentation
- Speech and Language assessment
- Copy of **all June** report cards
- IEP
- Brigance
- Audiogram
- Vision report
- Other professional assessments (i.e., OT, PT, Educational assessments, etc.)

Dr. Demark would like the above information at least one week in advance of the assessment. Please consider shipping time when sending by mail.

Required documentation and form information for Tier 2:

- **SE 07:** Consent for Psychological Services
- **SE 08:** Behaviour Management Programs Pre-Assessment Referral Information

Conrad Leung: Please send the following to Conrad (by mail, fax or email to the above address) at least one week prior to the appointment: anecdotal information, behaviour charts, current behavioural programs, previous behaviour assessments, psycho-ed assessments, counseling information, notes from other agencies that may be involved

NOTE: Once Conrad arrives, you may want to make additional information from the students OSR available (IEP, report card information)

Required documentation and form information for Tier 3:

- **SE 08:** Behavioural Management Programs Pre-Assessment Referral Information
 - ✓ SERT may wish to have a look at items from the OSR or other pertinent information in advance of the visit or first thing upon arrival.

Assessment Process with Dr. Demark:

- Psychological Assessments will take place in Ottawa at Dr. Jenny Demark and Conrad Leung's office. One rare occasion, in county assessments may be arranged. The assessment process may include: review of developmental behavioural history, parent interview, standardized testing, questionnaires and possibly direct classroom observation.
- Parents/guardians are asked drive their child to Ottawa. Mileage will not be provided.
- Families are asked to arrive at 9:30 unless otherwise arranged/scheduled.
- Students/guardians are asked to bring a lunch.
- Testing will take approximately 6 hours. The assessment will typically begin with parents discussing background history and information.

Feedback Session Process:

- Dr. Demark will contact the family upon completion of results to review findings and recommendations.
- A written report will be provided within one month of the assessment.

Considerations:

- Does the family have private coverage?
- Does the student have a previously diagnosed developmental disability?

Conrad Leung - School Visit Structure:

The school should notify the student's parents of the date of Mr. Leung's visit, so that the child is not absent on the day of the visit. However, when presenting to the parent this opportunity, please indicate that they should not be "coaching their child" in terms of their behaviour on that day. The behaviourist needs to see the student as he is on any other day at school.

1. Mr. Leung will arrive at the beginning of the school day. He will sign in and meet with the principal or principal designate for 10 minutes.
2. He will then proceed to the student's classroom where he will stay for several hours to conduct observations. He may also observe the child outside at recess. During this time period, opportunity for Mr. Leung to speak to the classroom teacher is highly encouraged (please accommodate this). Mr. Leung's conversation with the teacher would give the teacher the opportunity to ask questions or to provide input/ insight into the child's behaviour or to potential intervention strategies.
3. Lunch
4. **One hour time period.** Mr. Leung will need a quiet room to review his notes and observations and draw up a behavioural plan, suggestions, and strategies. Mr. Leung will type up a plan/ strategies and therefore will require the SERT and or Principal to receive an e-mail from him and then print out the plan, as he would not have access to the board's network printers.
5. Near the end of the school day (30 to 45 minutes), Mr. Leung will meet with the principal and pertinent staff members. Parents are most welcome to be present at that time. Kathy or Sally will be present at this time period. After this meeting, Mr. Leung will revamp the behaviour plan if necessary, based on the discussions from the meeting.
6. There may be instances where communication (telephone/e-mail) will have to take place beyond the specific day visit.

UPDATE: November 2013