

Struggling with school work can be disheartening for children and can have a negative impact on their social and emotional functioning. They may experience feelings of anxiety, suffer from low self-esteem, lose interest in school etc. Early intervention is, therefore, of critical importance. It is often hard to know where to begin though. Notable difficulties at school can be the result of weaknesses in one or more areas of cognitive development (e.g. verbal reasoning, working memory, visuo-spatial processing) emotional issues or even more complex conditions like autism. Decisions on how to help your child should be based on a thorough understanding of all the factors that might be impinging upon his/her functioning. The first step in helping him/her is to refer him/her for a psychoeducational evaluation. A comprehensive evaluation will lead to clear understanding of his/her needs and will pinpoint the areas of desired change.

Based in Geneva, Ioli Soroula provides assessment services in English to school-aged children (age range: 3 years to 17 years). The purpose of the evaluation is to offer insight as to whether they have a learning difficulty (e.g. dyslexia, dysgraphia, dyscalculia) or other weaknesses in areas of cognitive or emotional development that could be affecting their school work. The information gained from assessment is used for the development of a remediation programme, fine-tuned to their home environment and school situation.

Tests administered may include the Wechsler Intelligence Scale for Children, the Wechsler Preschool and Primary Scale of Intelligence, the Wechsler Individual Achievement Test as well as measures of attention, auditory processing, phonological awareness, working memory and reasoning skills. Screening measures of behavioural and emotional functioning are also administered when the child's history indicates the presence of behavioural/emotional problems (e.g. anxiety, low self-esteem) or other mental health issues (e.g. attention deficit/hyperactivity disorder, autistic spectrum disorder) that could be affecting negatively the quality of his/her school life. Following the evaluation, a meeting is held with the child's parents, during which a written report is submitted with recommendations regarding the intervention steps that need to be followed. Whenever deemed appropriate, referrals are made to other professionals/community services and, if required, visits to the child's school are arranged and classroom accommodations are discussed with the child's teachers.

The cost of the assessment varies depending on the services offered:

Standard Comprehensive Assessment - CHF 850 (2.5 hours of testing)

- Administration of selected subtests from measures of cognitive and academic functioning for the purposes of:

- Evaluating the child's learning needs.
- Indicating of the presence/absence of learning difficulties (e.g. dyslexia, dysgraphia, dyscalculia), attention disorders (ADHD or ADD) as well as weaknesses in other areas of cognitive development (e.g. verbal reasoning, working memory, visuo-spatial processing).
- Determining whether the child is entitled to special services.
- Formulating an intervention programme tailored to the child's profile.
- Preparation of a written report with recommendations regarding the intervention strategies to be adopted.
- Arrangement of a meeting with the child's parents, during which the report is presented and analysed.

Review Assessment - CHF 650 (2 hours of testing)

- A follow-up evaluation of a child's performance, on tests of cognitive and academic functioning carried out in the past, for the purposes of measuring the progress being made and revising the intervention plan.
- Preparation of a written report with recommendations regarding the intervention strategies to be adopted in light of the new findings.
- Arrangement of a meeting with the child's parents, during which the report is presented and analysed.

Full, Comprehensive and In-depth Assessment - CHF 1500 (3-3.5 hours of testing)

- Administration of all the core and some supplemental subtests of measures of cognitive and academic functioning for an in-depth understanding of a child's intellectual strengths and weaknesses, which encompasses the identification of learning difficulties (e.g. dyslexia, dysgraphia, dyscalculia) or attention problems.
- Administration of screening measures for emotional problems (e.g. low self-esteem, anxiety) or other mental health issues (e.g. asd).
- Preparation of a written report with recommendations regarding the ways in which the child can actualise his/her academic and social potential.
- Arrangement of a meeting with the child's parents, during which the report is presented and analysed.
- Follow up of the child's progress, visits to his/her school and participation in meetings with his/her teachers during which classroom interventions and accommodations are discussed.