

Psycho-Educational Assessment Checklist

Here is a checklist of what should be included that you may show to the provider performing the psycho-educational assessment:

- The date of the assessment is clearly indicated in the report.
- The age of the client at the time of assessment is indicated in the report.
- The format of the assessment is clearly indicated in the report:
 - Virtual (screen and audio, audio only).
 - In-person.
 - Telephone.
 - Combination (specifics are indicated in the report).
- The report comments on how the referral for an ASD assessment was made (e.g., self-referral, referred by general practitioner, other regulated health practitioner, school/social agency).
- The form(s) of assessment and how each was administered is clearly outlined in the report:
 - Interview of client.
 - Outline specifically what assessment tools were utilized:
 - Common assessment tools for ASD include: ADOS-2 Autism Diagnostic Observation 2, The Adaptive Behavior Assessment System 3rd Edition and exploration of developmental history, in addition to clinical expertise in evaluating ASD.
 - Screening Questionnaires, interviews completed by informants (parent/partner/friend, teacher).
- Since ASD students may have persistent challenges in social communication and social interaction that may impact them in the post secondary setting outlining these impacts will be important.
- The assessment rules out other causes/including other disabilities that might account for the current functional impairments the client is exhibiting and that are being attributed to ASD and this is indicated in the report (e.g. acute mental health episodes, anxiety etc.)
- The assessment details the disability impacts on academic studies.
- The report outlines any specific sensory challenges that should be considered.
- The assessment details the disability impacts on academic studies (see note on next page).

An accessibility advisor will use the information provided about functional limitations/barriers by the assessing health practitioner to make recommendations to the student about possible accommodation, supports and skill building opportunities.

Note: If the assessing health practitioner wishes to provide accommodation recommendations, they need to be individualized to the student and the assessing health practitioner needs to indicate that they have taken the necessary steps to fully understand the nature and type of expectations the student is expected to meet as part of their specific academic program before making recommendations that the University will take into consideration (e.g. classroom, laboratory, professional placement).