# Section IV:

# To be completed by a Psychologist

Section IV must be completed by a qualified psychologist. Psychologists should refer to the “Professional Practice Guidelines for the Psycho-educational Assessment & Placement of Students with Special Educational Needs” published by MOE (2018) when completing this section. Copies of the Professional Practice Guidelines have been distributed to all SPED schools, government hospitals, relevant VWOs as well as to members of the Singapore Psychological Society. A soft-copy of this document is also available from the following website: <https://go.gov.sg/2018ppg>

The aim of Section IV is to provide SPED schools with a comprehensive analysis of the child’s psycho-educational needs. Evidence can be drawn from multiple sources, including the psychologist’s interviews, observations, standardised tests, checklists, teachers’ and caregivers’ views, and reports from other professionals who have worked with the child. The psychologist should base his / her conclusions and recommendations on the triangulation of comprehensive evidence.

A softcopy Word document version of this section can be downloaded from <https://go.gov.sg/spedapplication>. This version would allow psychologists more space for providing comments and details of assessment findings, if required.

# PSYCHOLOGICAL REPORT

When using standardised tests or rating scales, please ensure that the names of instruments are accurately stated, and all scores obtained (including sub-test scores) are included as appendices.

**Child’s particulars**

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| --- | --- | --- | --- |
| **Full name** |  | | |
| **BC/NRIC no.** |  | **Gender** |  |
| **Date of birth** |  | **Age** |  |
| **School (if applicable)** |  | **Class / Level** |  |

**Diagnostic information** (attach supporting documents if any)

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| **Diagnosis relevant to referral** | Diagnosis/diagnoses:  Date of diagnosis:  Agency / Professional: |
| **Other diagnoses** (if any) | Diagnosis/diagnoses:  Date of diagnosis:  Agency / Professional: |

**Background Information**

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| Please provide details of relevant information about the child’s medical history, past assessments or family background in this section. |
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**Test Behaviour**

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| Please provide qualitative descriptions of the child’s test behaviours during the testing session(s) which may have implications for the interpretations of the tests results, e.g. child’s level of engagement and compliance during testing, reactions to challenges, and understanding of instruction and language used. Any accommodations and adaptations of the standardised administration protocol should also be documented here. If any of the tests were discontinued, please provide your reasons for doing so. |
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**Cognitive functioning**

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| --- | --- | --- |
| Date of Assessment (no more than 2 years from the date of application): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| **Level of cognitive functioning** | Nonverbal cognitive functioning  Please tick one of the following:  Adequate functioning  Mild impairment  Moderate to severe impairment  Verbal cognitive functioning  Please tick one of the following:  Adequate functioning  Mild impairment  Moderate to severe impairment | Overall cognitive functioning  Please tick one of the following:  Adequate functioning  Mild impairment  Moderate to severe impairment  Not computed |
| Please provide details of the child’s cognitive functioning below.  Cognitive functioning refers to intellectual processes by which the student becomes aware of, perceives, or comprehends ideas. It involves his / her perception, thinking, reasoning and memory. | | |
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**Adaptive functioning**

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| Date of Assessment (no more than 2 years from the date of application): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| **Communication Skills** | | | Please tick one of the following:  Adequate communication skills  Mild deficit in communication skills  Moderate to severe deficit in communication skills |
| Please provide details of the child’s communication skills below.  Communication skills refer to the child’s ability to listen, understand and attend to messages, follow instructions, use interactive speech and express his/her ideas). | | | |
|  | | | |
| **Daily Living Skills** | | Please tick one of the following:  Adequate daily living skills   Mild deficit in daily living skills   Moderate to severe deficit in daily living skills | |
| Please provide details of the child’s daily living skills below.  Daily living skills refer to aspects of the child’s self-care, home-living, motor, self-direction, safety, health and leisure skills. | | | |
|  | | | |
| **Socialisation Skills** | Please tick one of the following:  Adequate socialisation skills  Mild deficit in socialisation skills   Moderate to severe deficit in socialisation skills | | |
| Please provide details of the child’s socialisation skills, i.e. responding to others, expressing and recognizing emotions, social communication, maintaining friendship, recognizing social cues, leisure skills, etc. | | | |
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**Literacy and Numeracy Skills**

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| --- | --- | --- | --- |
| **Literacy Skills** | Please tick one of the following:  Adequate literacy skills  Mild deficit in literacy skills  Moderate to severe difficulties in literacy skills | **Numeracy Skills** | Please tick one of the following:  Adequate numeracy skills  Mild deficit in numeracy skills  Moderate to severe difficulties in numeracy skills |
| Please provide details of the student’s literacy and numeracy skills below. The child’s literacy and numeracy skills can be determined from multiple sources such as observations, work samples and parent / teacher’s reports. | | | |
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**Other Assessment Information** (if available)

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| Please include details and information on other assessments that you have conducted here.  (e.g. Autism Diagnostic Observation Schedule, Autism Diagnostic Interview – Revised)  Date of Assessment (no more than 2 years from the date of application): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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**Daily classroom functioning**

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| Please provide details of the student’s daily classroom functioning (e.g. level of on-task behaviour, degree of supervision needed, low student-teacher ratio required, behaviour support to address challenging behaviours). |
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**Vocational skills** (if applicable)

This section should be completed for students aged 17 years and above who are applying to a SPED school that offers vocational certification.

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| Date of Assessment (no more than 2 years from the date of application): | |
| **Level of work readiness** | Name of instrument used for vocational assessment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Level of work readiness: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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**Other comments**

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| Please provide details of any other relevant needs, child’s views, interests and strengths.  For children with sensory and/or physical impairments, please include information about developmental prognosis, if available. |
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**Conclusions & Recommendations**

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| In this section, please make a clear statement of the child’s diagnosis/diagnoses. The psychologist is required to integrate all the evidence which provide the bases for the child to be recommended special education. In addition, appropriate educational recommendations that will meet the child’s needs in the short and long term should also be included here. |
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**Recommended educational placement**

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| Based on my professional assessment and information presented in this report, this child’s special educational needs can be met in the following educational provision:  (Please tick **no more than 2** boxes.)   | **Special Educational Needs** | **SPED schools[[1]](#footnote-1)** | **Contact Information** | **Region** | | --- | --- | --- | --- | | Autism Spectrum Disorder (ASD) with intellectual impairment  *\*Caters to students who have ASD with mild intellectual Disability*  *#Do not offer Junior/ Primary programmes*  *^Also offers vocational certification for students who have ASD with mild intellectual disability (aged 16 to 18 years old)* | Lee Kong Chian Gardens School | 802 Margaret Dr | Central | | Rainbow Centre Margaret Drive School | 501 Margaret Drive | Central | | Tanglin School\*# | 143 Alexandra Road  *(Will shift to Ang Mo Kio in 2025)* | Central | | AWWA School @ Bedok | 50 Bedok ReservoirCrescent  *(The school’s permanent building will be ready from 2022. Classes are currently held at its interim school building at 7 Fernvale Road.)* | East | | Katong School\* | 900 New Upper Changi Road | East | | Metta School\*^ | 30 Simei St 1 | East | | Maitri School (2024)  *(currently operating under Metta School as Metta School (Maitri Project))* | Pasir Ris Street 51  *(The school’s permanent building will be ready from 2024. Classes are currently held at its interim school building at 30 Simei Street.)* | East | | St. Andrew’s Autism School | 1 Elliott Road | East | | Towner Gardens School | 1B Lengkong Lima | East | | Rainbow Centre Yishun Park School | 15 Yishun Street 61 | North | | Rainbow Centre Admiral Hill School *(currently operating under Rainbow Centre – Yishun Park School (RCYPS) as RCYPS (Woodlands))* | Along Admiralty Lane/ Link  *(The school’s permanent building will be ready from 2022. Classes are currently held at its interim school building 11 Marsiling Lane.* | North | | Woodlands Gardens School | 30 Woodlands Ring Road | North | | AWWA School @ Napiri | 11 Lorong Napiri | North-East | | Chaoyang School\* | 10 Ang Mo Kio Street 54 | North-East | | Fernvale Gardens School | 7 Fernvale Road | North-East | | Delta Senior School\*#^ | 3 Choa Chu Kang Grove | West | | Eden School 1 | 101 Bukit Batok West Ave 3 | West | | Eden School 2# | 1 Bukit Batok West Avenue 2  *(The school’s permanent building will be ready from 2023. Classes are currently held at its interim school building at 2 Ang Mo Kio Street 44.)* | West | | Grace Orchard School\* | 6A Jurong West St 52  *(Will be holding at 170 West Coast Road from 2021)* | West | | **Special Educational Needs** | **SPED schools[[2]](#footnote-2)** | **Contact Information** | **Region** | | Autism Spectrum Disorder (ASD) and no intellectual impairment  *\*\*Offers National Curriculum* | Pathlight School 1\*\* | 5 Ang Mo Kio Ave 10 | North-East | | Pathlight School 2\*\* | 4 Tampines Street 91  *(The school’s permanent building will be ready from 2025. Classes are currently held at its interim school building at 6 Ang Mo Kio Street 44.)* | East | | Pathlight School 3\*\* | Punggol  *(The school’s permanent building will be ready from 2032. Classes are currently held at its interim school building at 6 Ang Mo Kio Street 44.)* | North-East | | St. Andrew's Mission School\*\* | Clementi  *(The school’s permanent building will be ready from 2031. Classes in the new school will start from 3 Jan 2022 onwards at its interim school building at 11 Bukit Batok Street.)* | West | |  Multiple Disabilities (MD) | Rainbow Centre Margaret Drive School | 501 Margaret Drive | Central | | Cerebral Palsy Alliance of Singapore School | 65 Pasir Ris Drive 1 | East | | Rainbow Centre Yishun Park School | 15 Yishun Street 61 | North | | AWWA School @ Napiri | 11 Lorong Napiri | North-East | | Sensory Impairments | Canossian School | 1 Sallim Road | Central | | Lighthouse School | 51 Toa Payoh Rise | Central | | Moderate to Severe Intellectual Disability (MSID) | Lee Kong Chian Gardens School | 802 Margaret Dr | Central | | Towner Gardens School | 1B Lengkong Lima | East | | Woodlands Gardens School | 30 Woodlands Ring Road | North | | Fernvale Gardens School | 7 Fernvale Road | North-East | | Mild Intellectual Disability (MID)  *#Do not offer Junior/ Primary programmes*  *^Also offers vocational certification for students (aged 16 to 18 years old)* | Tanglin School# | 143 Alexandra Road  *(Will shift to Ang Mo Kio in 2025)* | Central | | Katong School | 900 New Upper Changi Road | East | | Metta School^ | 30 Simei St 1 | East | | Chaoyang School | 10 Ang Mo Kio Street 54 | North-East | | Delta Senior School#^ | 3 Choa Chu Kang Grove | West | | Grace Orchard School | 6A Jurong West St 52  *(Will be holding at 170 West Coast Road from 2021)* | West | |

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| **Completed by:** | | | |
| **Psychologist’s name** |  | **Signature** |  |
| **Designation** |  | **Contact No.** |  |
| **Organisation** |  | **Date** |  |
| **Email** |  | | |
| **Professional Affiliations (if any)** |  | | |
| **Supervised by (if applicable)** |  | **Signature** |  |

1. Admissions are subject to schools’ admission requirements. [↑](#footnote-ref-1)
2. Admissions are subject to schools’ admission requirements. [↑](#footnote-ref-2)