



## **Medical/Legal and Educational Psychology Services**

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Dr. William Ford, as the Director of Educational Connections, has provided diagnostic opinion and consultation to individuals, health and social services, schools, corporations as well as lawyers and insurers for over 20 years. Dr. Ford has been recognized as an “expert witness” on learning differences by the Human Rights Commission. The services provided by Educational Connections include Psychoeducational assessments, educational consultation, and evaluation of learning potential. We have also provided professional opinion on educational issues pertinent to executives during international and domestic relocation to over 120 multinational corporations in 50 countries worldwide.

*A question which is often posed by lawyers as well as insurers is “How do services of an Educational Psychologist differ from those of a Neuropsychologist?”*

Whereas a Neuropsychologist addresses questions relating to the relationships between the brain and behavior, an Educational Psychologist focuses on the determination of a particular individual's ability to learn, and the conditions to support it. An Educational Psychologist is professionally trained to diagnose learning and understands academic resources, standards and reporting strategies within an educational context. An Educational Psychologist can determine whether an individual's academic history and/or compensatory potential was/is challenged, and work with the medical, rehabilitation and educational team to develop and monitor an educational/rehabilitation program.

Educational Connections provides expert diagnostic opinion of an individual's learning potential and to review and/or project compensatory potential for independent success within school, the workplace or the community. In the medical/legal context, we have been retained to address education-related issues for both Plaintiff and Defence Counsel and in court actions. As well, we have assisted counsel and insurers in their handling of first party claims.

Examples of referral questions presented for our opinion include:

- ▶ What was the *impact of the injury* on the individual's subsequent development and performance in academic settings?
- ▶ On the basis of available pre-accident school reports, what would this person's *educational potential* have been? What is the likelihood that this individual would have completed high school, post-secondary schooling, etc.?
- ▶ Can an individual function within the “Average range” on neuropsychological testing and still experience a *learning dysfunction* in academic performance as a consequence of an accident?
- ▶ How can school records be used to provide an objective measure of *pre-accident cognitive functioning*?
- ▶ When developing a *long-term care plan*, how do you determine changes in the child's intervention needs over the course of the child's recovery and development? At what point(s) in a child's academic program should monitoring or re-testing be undertaken?

- ▶ How does the specific pre-accident school setting or academic program attended by the individual impact on the *meaning of school grades*?
- ▶ In all probability, what proportion of an individual's current dysfunction can be attributed to a *pre-accident learning exceptionalty* and/or to the accident itself?
- ▶ Is there any indication on the basis of the academic record that the individual had a *pre-existing learning exceptionalty* (i.e., are current deficits ascribable solely to the accident)?
- ▶ How can you use the *Education Act and the I.P.R.C.* process to fund services to meet a child's learning needs within the school system and thereby save the insurer the cost of those programs?
- ▶ What special academic *programs and/or* intervention *strategies* need be provided to the student to enable them to learn to their potential?
- ▶ On the basis of a *file review*, can you determine whether an ongoing rehabilitation and/or treatment plan is appropriate to the individual's learning needs and recovery?
- ▶ On the basis of a *file review*, can you create a specific remedial/intervention plan which incorporates a pragmatic blend of community and third party services?
- ▶ What *monitoring systems* need to be established to evaluate the effectiveness of a remedial/rehabilitation program in order to ensure clinical accountability?
- ▶ Is the individual an eligible candidate for *Special Needs* at a post-secondary school level? What procedures need to be in place to ensure utilization of these services?

Call Intake at 416-783 3606 or [intake@schoolsearch.ca](mailto:intake@schoolsearch.ca) for further information.