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PSYCHOLOGICAL ASSESSMENTS 2026

Thank you for enquiring about the assessment process at the practice. The practice offers several assessment and guidance options, depending on the referral question, the age of the client, and the required outcomes. **Please select the assessment you wish to explore by clicking on the relevant option below.**

OPTION	CLICK ON THE ASSESSMENT TYPE FOR MORE INFORMATION	INFORMATION	TIME ALLOCATION & TOTAL COST
PSYCHO-EDUCATIONAL ASSESSMENT OPTIONS			
A	COMPREHENSIVE Psycho-Educational Assessment	<ul style="list-style-type: none"> In-depth evaluation of cognitive, academic, emotional, and behavioural functioning Particularly valuable for younger children or complex presentations Supports the exploration and exclusion of differential diagnoses Provides a holistic understanding of the learner's developmental and learning profile Informs comprehensive intervention planning and longer-term educational support 	<ul style="list-style-type: none"> Assessment time: ± 6 hours direct assessment (usually over two mornings) Intake session: 1 session Feedback: 1 session Report writing: Included (typically ≥ 5 additional hours) Total cost capped (cash/EFT): R7 500.00 Medical aid: 7 × tariff sessions
B	BRIEF Psycho-Educational Assessment	<ul style="list-style-type: none"> Focused evaluation of specific academic or learning concerns Commonly used for school learners or university students assessment accommodation (for example extra writing time) re-evaluations where prior assessment data is available Primary focus on cognitive and scholastic functioning Aims to determine whether an identifiable learning difficulty is contributing to current academic challenges Assists in clarifying whether targeted support strategies or updated accommodations are indicated 	<ul style="list-style-type: none"> Assessment time: ± 4 hours direct assessment Feedback (intake session combined): 1 session Report writing: Included (± 5 additional hours, not billed) Total cost (cash/EFT): R5 000.00 Medical aid: 5 × tariff sessions
C	IEB, SACAI, Cambridge-affiliated schools, UK examination boards, and some South African tertiary institutions	<ul style="list-style-type: none"> Standardised full psycho-educational assessment conducted in line with IEB and tertiary accommodation requirements Cognitive functioning assessed using WISC-V (school-aged learners) or WAIS-IV (older adolescents and adults) Scholastic functioning assessed using the WIAT-III (reading, writing, spelling, and mathematics domains) Behavioural and attentional functioning assessed using the DIVA where relevant Specifically intended to support formal accommodation and access applications 	<ul style="list-style-type: none"> Assessment time: ± 4 – 5 hours direct assessment Intake & feedback: Combined session Report writing: Included (≥ 5 additional hours) Total cost (cash/EFT): R7 500.00 Medical aid: 7 × tariff sessions
D	Targeted Assessment (Hourly-Based)	<ul style="list-style-type: none"> Targeted assessment utilising selected standardised measures, guided by a clearly defined referral question Most commonly used for re-applications for additional writing time or concessions, particularly at Stellenbosch University, where prior comprehensive assessment data already exists Focuses on reviewing current functional academic impact, rather than re-administering a full standardised battery Assessment time is charged per hour, based on the Discovery Medical Aid tariff for 2026 (R1 292.20 per hour) Report writing is included as part of the assessment process and is informed by assessment findings, collateral information, and previous documentation Suitable where an updated, focused motivation is required rather than a full reassessment This assessment option is only recommended where sufficient prior assessment data is available and where a full standardised reassessment is not required by the institution or examination board. 	<ul style="list-style-type: none"> Hourly rate: R1 292.20 (Discovery tariff 2026) Typical time range: 2–4 hours (depending on complexity and documentation) Report writing: Included in hourly time

Important Notice: For minors (under 18 years), written consent from both legal parents/guardians is required before an assessment can take place. Therefore, both parents/guardians must sign this document to provide authorisation. For students or adults, the client is permitted to complete and sign the form independently.

BRIEF VS COMPREHENSIVE ASSESSMENT

The practice offers both a **Brief** and a **Comprehensive Psycho-Educational Assessment**, allowing the assessment process to be tailored to the referral question, the age of the learner or student, and the level of detail required.

ASSESSMENT ASPECT	BRIEF	COMPREHENSIVE
Primary focus and scope	Focused assessment used where prior assessment data is available and the referral question is specific. Commonly utilised for assessment accommodation re-evaluations or follow-up assessments, with emphasis on reviewing current functioning rather than full diagnostic clarification.	Detailed, integrative assessment providing a full understanding of the learner's functioning. Particularly valuable for younger children and complex presentations where differential diagnoses need to be explored or excluded, and where comprehensive intervention planning is required.
Domains typically assessed	<ul style="list-style-type: none"> • Cognitive functioning • Scholastic / academic skills 	<ul style="list-style-type: none"> • Cognitive functioning • Perceptual functioning (visual and auditory) • Scholastic / academic skills • Emotional functioning • Behavioural and executive functioning • Developmental and contextual factors
Cognitive domain	SSAIS-R	SSAIS-R (Afrikaans) , WISC-V (English)
Scholastic / academic domain	Targeted academic measures focused on the referral question (e.g. selected WIAT-III subtests; curriculum-based measures of reading, writing, spelling, or mathematics).	Comprehensive academic assessment across domains (e.g. WIAT-III; curriculum-linked measures of reading, writing, spelling, and mathematics).
Emotional and behavioural functioning	Not routinely included	Behavioural rating scales and emotional screening measures, using parent, teacher, and/or self-report where appropriate.
Executive functioning / attention	Not routinely assessed	Executive functioning questionnaires and attention-related screening tools where indicated.
Collateral and contextual information	Review of relevant existing reports and limited background information.	Developmental history, parent interview, teacher questionnaires, school reports, and qualitative behavioural observations.

OPTION A: COMPREHENSIVE PSYCHO-EDUCATIONAL ASSESSMENT

What is a psycho-educational assessment?

- A psycho-educational assessment is a **structured and systematic evaluation** of a learner's cognitive, academic, behavioural, and emotional functioning, conducted to understand how the learner processes information and engages with learning demands.
- The purpose of the assessment is to develop a clear and individualised understanding of the learner's **unique learning profile**, including areas of strength as well as areas that require support or intervention.
- This type of assessment is appropriate for **primary school learners, high school learners, and individuals in tertiary education** who are experiencing academic, behavioural, emotional, or adjustment-related difficulties.
- All assessments are conducted by a **registered Educational Psychologist**, in accordance with professional, ethical, and regulatory standards.
- Information is gathered from **multiple sources**, which may include parents or caregivers, teachers, the learner or student, and relevant documentation, in order to ensure a comprehensive and balanced understanding of functioning.
- Findings from all sources are integrated into a **written psycho-educational report** that provides practical, individualised recommendations to support learning, intervention planning, and overall educational development.

Why is a comprehensive psycho-educational assessment important?

- Early identification of learning barriers significantly increases the likelihood of **academic success, emotional well-being, and long-term educational stability**.
- A comprehensive assessment allows for the identification and clarification of **specific learning difficulties**, cognitive processing challenges, and emotional or behavioural factors that may be impacting learning.
- Rather than relying on surface-level academic performance alone, the assessment explores the **underlying mechanisms** contributing to learning difficulties.
- Findings are used to inform **targeted, evidence-based interventions**, ensuring that support is appropriately matched to the learner's specific needs.
- Where indicated, the assessment may recommend:
 - Adjustments to the learning environment
 - Academic accommodations
 - Referrals to other professionals, such as speech-language therapists, occupational therapists, or medical practitioners
- In some cases, the assessment may highlight the need for **additional psychological support**, such as individual therapy, parental guidance, or family-based interventions, contributing to a holistic support approach.

What this assessment is

- A comprehensive psycho-educational assessment is a **full, integrative evaluation** conducted by a registered Educational Psychologist.
- It evaluates **multiple domains of functioning simultaneously**, allowing for a holistic understanding of how cognitive, academic, emotional, and behavioural factors interact.
- The assessment is designed not only to establish whether learning difficulties are present, but to clarify **how and why** these difficulties occur.
- The outcome provides a strong foundation for **long-term educational planning**, intervention, and support, rather than short-term or symptom-focused solutions.

When this assessment is typically used

- This assessment is particularly appropriate for **younger children**, where learning patterns and developmental trajectories are still emerging and require careful interpretation.
- It is indicated when learning difficulties are **complex, developmental in nature, or longstanding**, and cannot be adequately explained by academic performance alone.
- The assessment is used when there is uncertainty regarding the nature of the learner's difficulties and **differential diagnoses need to be explored or excluded**.
- It is recommended when multiple interacting factors influence learning, including cognitive processing, emotional regulation, behaviour, and environmental context.
- A comprehensive assessment is essential when **coordinated intervention planning** is required across settings such as home, school, and tertiary environments.

Assessment focus

- **Cognitive functioning**
 - The assessment evaluates intellectual abilities, reasoning skills, processing speed, and working memory in order to understand how the learner processes, stores, and applies information.
- **Scholastic / academic functioning**
 - Reading, writing, spelling, and mathematics are assessed to determine current academic skill levels and patterns of achievement relative to cognitive ability.
- **Emotional functioning**
 - Emotional regulation, anxiety, mood, and stress-related factors are explored to determine how emotional experiences may be affecting learning, concentration, and academic performance.
- **Behavioural and executive functioning**
 - Attention, organisation, planning, task initiation, impulse control, and self-regulation are examined to understand behavioural and executive demands within learning environments.
- **Developmental and contextual factors**
 - Developmental history, educational background, and environmental influences are considered to provide context for current functioning and learning behaviour.

Assessment approach

- Standardised assessment measures are selected and administered based on the learner's **age, developmental level, and referral question**.
- A detailed developmental and educational background history is obtained to contextualise assessment findings.
- Input is gathered from parents, caregivers, and teachers where relevant, to ensure that functioning is understood across settings.
- Qualitative behavioural observations during assessment provide additional information about task approach, effort, emotional responses, and coping strategies.
- Data from all sources are **integrated**, allowing meaningful patterns, discrepancies, strengths, and vulnerabilities to be identified and interpreted.

Language of assessment and reporting

- Where appropriate, assessment is conducted in the learner's **preferred or dominant language** to support accurate task engagement and reduce linguistic bias.
- This approach enhances the **validity and reliability** of the assessment findings by ensuring that results reflect underlying ability rather than language limitations.
- The written report is provided in **English** to ensure:
 - Clear interpretation across educational, clinical, and administrative contexts
 - Effective multidisciplinary collaboration
 - International interpretability
 - Long-term relevance for tertiary education, transitions, relocation, or emigration
- English reporting also reduces the risk of misinterpretation that may arise through translation.

What the report includes

- A fully integrated analysis of findings across all assessed domains.
- A clear explanation of the learner's strengths, vulnerabilities, and intra-individual discrepancies.
- Interpretation grounded in **developmental and neuropsychological principles**, rather than surface-level description.
- Individualised, practical recommendations addressing:
 - Educational accommodations
 - School-based support strategies
 - Intervention planning
 - Referrals to other professionals where indicated

Objectives of the assessment

- To evaluate the learner's cognitive abilities and intellectual functioning in detail.
- To identify significant discrepancies between cognitive abilities and academic performance.
- To explore the underlying reasons for academic, behavioural, or emotional challenges.
- To highlight the learner's unique strengths and learning preferences.
- To develop a clear understanding of the learner's **neurodevelopmental profile**.
- To provide targeted, evidence-based recommendations for intervention and support.

Benefits of a comprehensive psycho-educational assessment

- Provides a **holistic, developmentally informed understanding** of the learner.
- Supports diagnostic clarification and differential considerations where required.
- Guides coordinated, individualised intervention across home, school, and tertiary settings.
- Produces robust documentation suitable for multidisciplinary and institutional use.
- Supports informed, **long-term educational decision-making**.

Professional fees and medical aid information

- Medical aid tariffs apply; however, the **total assessment fee is capped**.
- The fee reflects:
 - The use of standardised assessment tools
 - Assessment planning and test selection
 - Administration of a full standardised battery
 - Scoring and detailed interpretation of results

- Consultation with relevant stakeholders
- Comprehensive report writing, which typically requires **five or more additional hours**
- The final report remains **valid for two years** and may inform future assessments or interventions.

Tariffs

- **Cash (EFT):** R7 500.00
- **Medical aid:** 7 × medical aid tariff sessions
- **Minimum ICD-10 code:** Z55.9
- **Procedure codes:** 86211, 86211, 86205, 86205

Includes

- Intake session
- Approximately 6 hours of assessment
- Feedback session
- Comprehensive written report

Administrative and payment information (all assessments)

- **PMB (Prescribed Minimum Benefits) codes may not be used** for psycho-educational assessments, as this constitutes fraudulent activity.
- The only exception applies when a psychiatrist integrates the assessment into a documented treatment plan.
- Payment may be made via:
 - Cash
 - EFT
 - Direct medical aid billing, where coverage is available
- The written report is released **once full payment has been received.**
- Feedback sessions may take place prior to report release.

Banking details

- **Beneficiary:** Lelani Cloete Sielkundige (Pty) Ltd
- **Bank:** First National Bank (FNB)
- **Branch code:** 255355
- **Account number:** 63135238011
- **Reference:** Client's name and surname

Who should choose this assessment?

This assessment is most appropriate if **one or more** of the following apply:

- **Your child is in primary school or early high school**, and learning difficulties are emerging, inconsistent, or not yet clearly understood.
- **Academic difficulties are complex or longstanding**, and previous support or interventions have not led to sufficient improvement.
- **Multiple areas are affected**, such as learning, attention, emotional regulation, behaviour, or school adjustment.
- **There is uncertainty about the underlying cause** of the difficulties, and a comprehensive evaluation is needed to clarify possible contributing factors.
- **Differential diagnoses need to be explored or excluded**, rather than relying on assumptions based on academic performance alone.
- **Teachers or other professionals have raised concerns** about learning, attention, behaviour, or emotional functioning across settings.
- **A holistic understanding of strengths and support needs** is required to guide meaningful intervention and planning.
- **Long-term educational planning is needed**, including guidance on accommodations, support strategies, and future transitions.
- **You want a comprehensive, defensible report** that can be used for school support, multidisciplinary collaboration, or future educational contexts.

Who should *not* choose this assessment?

This assessment may **not** be the most appropriate option if the following apply:

- **A recent comprehensive psycho-educational assessment already exists** and the purpose is only to provide updated documentation for accommodations or concessions.
- **The referral question is narrow and clearly defined**, such as confirming the continued impact of a previously identified learning difficulty.
- **Only a review of current cognitive or academic functioning is required**, rather than a full evaluation across emotional, behavioural, and developmental domains.

- **The primary purpose is an accommodation re-application**, where institutions do not require a full reassessment.
- **Time-limited or cost-sensitive reassessment is needed**, and a focused, targeted assessment would sufficiently address the referral question.
- **The institution or examination board specifies a different assessment format**, such as a targeted or standardised battery for accommodation purposes only.
- **The learner or student is functioning well overall**, and concerns relate to a specific academic demand rather than a broader learning or developmental profile.

In these cases, a **Brief Psycho-Educational Assessment**, a **Targeted / Hourly-Based Assessment**, or a **Standardised Accommodation-Focused Assessment** may be more appropriate.

OPTION B

BRIEF PSYCHO-EDUCATIONAL ASSESSMENT

What is a psycho-educational assessment?

- A psycho-educational assessment is a **structured and systematic evaluation** of a learner's cognitive and academic functioning, conducted to understand how the learner is currently managing learning demands.
- The purpose of the assessment is to provide an **updated, focused understanding** of the learner's learning profile in relation to a specific referral question.
- This type of assessment is appropriate for:
 - Primary school learners
 - High school learners
 - Students in tertiary education
- All assessments are conducted by a **registered Educational Psychologist**, in accordance with professional, ethical, and regulatory standards.
- Information is gathered from **selected sources**, which may include:
 - The learner or student
 - Parents or caregivers
 - Existing reports and documentation
- Findings are integrated into a **written psycho-educational report** that provides focused, practical recommendations relevant to the referral purpose.

Why is a brief psycho-educational assessment important?

- A brief assessment allows for **efficient reassessment** when a full comprehensive evaluation is not required.
- It provides **current evidence of functioning**, which is often required for:
 - Accommodation re-applications
 - Institutional reviews
 - Academic support decisions
- The assessment focuses on **functional academic impact**, rather than re-establishing a full developmental profile.
- It avoids unnecessary repetition of testing while still ensuring that decisions are based on **up-to-date, defensible information**.
- Findings assist in determining whether:
 - Previously identified learning difficulties remain evident
 - Existing accommodations continue to be justified
 - Adjustments to support strategies are required

What this assessment is

- A brief psycho-educational assessment is a **focused, targeted evaluation** conducted by a registered Educational Psychologist.
- It assesses **selected domains only**, rather than all areas of functioning.

- The assessment is designed to answer **specific, clearly defined referral questions**, rather than exploring broad diagnostic or developmental issues.
- The outcome supports **short- to medium-term educational decision-making**, particularly where updated documentation is required.

When this assessment is typically used

- When a **previous comprehensive psycho-educational assessment already exists** and remains clinically relevant.
- When the purpose of the assessment is:
 - An accommodation or concession re-application
 - An institutional review
 - A follow-up assessment
- When the referral question is **narrow and well defined**, such as confirming the continued impact of a known learning difficulty.
- When a full reassessment across emotional, behavioural, and developmental domains is **not required** by the institution or examination board.
- When a proportionate, time-efficient reassessment is clinically and administratively appropriate.

Assessment focus

- **Cognitive functioning (selected areas)**
 - Targeted evaluation of specific cognitive processes relevant to the referral question (e.g. processing speed, working memory).
- **Scholastic / academic functioning**
 - Focused assessment of reading, writing, spelling, and/or mathematics, depending on the academic concern.
- **Functional academic impact**
 - Exploration of how identified difficulties affect academic performance under current learning or assessment conditions.

Assessment approach

- Selection of **standardised assessment measures** guided by:
 - The referral question
 - The learner's age and educational level
 - Existing assessment data
- Review of:
 - Previous psycho-educational reports
 - Academic records
 - Relevant institutional requirements
- Qualitative observation of task engagement, effort, and coping strategies during assessment.
- Integration of current findings with prior documentation to provide a **coherent, updated interpretation**.

Language of assessment and reporting

- Where appropriate, assessment is conducted in the learner's **preferred or dominant language** to:
 - Support accurate task engagement
 - Reduce linguistic bias
 - Enhance validity and reliability of findings
- The written report is provided in **English** to ensure:
 - Clear interpretation across educational, clinical, and administrative contexts
 - Effective multidisciplinary collaboration
 - Long-term usability for tertiary education, institutional processes, relocation, or emigration
- English reporting reduces the risk of misinterpretation that may arise through translation.

What the report includes

- An integrated summary of current cognitive and academic functioning.
- Clear interpretation of whether learning difficulties continue to impact academic performance.
- Explicit motivation for the continuation, adjustment, or discontinuation of accommodations, where applicable.
- Focused, practical recommendations aligned with the specific referral purpose.
- Documentation suitable for submission to schools, universities, and support services.

Objectives of the assessment

- To review current cognitive and academic functioning in relation to a defined referral question.
- To determine whether previously identified learning difficulties remain functionally relevant.
- To provide updated evidence to support academic accommodations or support planning.
- To guide proportionate, appropriate educational decision-making.

Benefits of a brief psycho-educational assessment

- Efficient and cost-effective where a full reassessment is not required.
- Minimises assessment burden on the learner or student.
- Provides **current, defensible documentation** for institutional use.
- Avoids unnecessary repetition of testing.
- Supports timely decision-making regarding accommodations and support.

Professional fees and medical aid information

- Medical aid tariffs apply; however, the **total assessment fee is capped**.
- The fee reflects:
 - Use of standardised assessment tools
 - Assessment planning and administration
 - Scoring and interpretation of results
 - Review of prior documentation
 - Report writing, which typically requires **five or more additional hours**
- The final report remains **valid for two years** and may support future reassessments.

Tariffs

- **Cash (EFT):** R5 000.00
- **Medical aid:** 5 × medical aid tariff sessions
- **Minimum ICD-10 code:** Z55.9
- **Procedure codes:** 86211, 86205, 86205

Includes

- Approximately 4 hours of assessment
- Feedback session
- Summary written report

Administrative and payment information (all assessments)

- **PMB (Prescribed Minimum Benefits) codes may not be used** for psycho-educational assessments, as this constitutes fraudulent activity.
- The only exception applies where a psychiatrist integrates the assessment into a documented treatment plan.
- Payment may be made via:
 - Cash
 - EFT
 - Direct medical aid billing, where coverage is available
- The written report is released **once full payment has been received**.
- Feedback sessions may take place prior to report release.

Banking details

- **Beneficiary:** Lelani Cloete Sielkundige (Pty) Ltd
- **Bank:** First National Bank (FNB)
- **Branch code:** 255355
- **Account number:** 63135238011
- **Reference:** Client's name and surname

Who should choose this assessment?

This assessment is most appropriate if one or more of the following apply:

- A comprehensive psycho-educational assessment has already been completed in the past.

- The current need is for **updated documentation** rather than a full reassessment.
- The referral question is specific and clearly defined.
- The purpose is an accommodation or concession re-application.
- The learner or student is functioning relatively well overall, but specific academic demands remain challenging.

Who should not choose this assessment?

This assessment may not be appropriate if:

- No prior psycho-educational assessment exists.
- Learning difficulties are complex, unclear, or affect multiple domains.
- Differential diagnoses need to be explored or excluded.
- Emotional, behavioural, or developmental concerns require comprehensive evaluation.

In these cases, a **Comprehensive Psycho-Educational Assessment** may be more appropriate.

OPTION C

STANDARDISED PSYCHO-EDUCATIONAL ASSESSMENT

(IEB, SACAI, CAMBRIDGE & SOME TERTIARY ACCOMMODATIONS)

What is this assessment?

- A **standardised psycho-educational assessment** conducted to provide **objective, norm-referenced evidence** of a learner's cognitive and academic functioning.
- The assessment is specifically designed to **meet the formal requirements of examination boards and tertiary institutions** for accommodation and access applications.
- It is appropriate for:
 - School-aged learners
 - Older adolescents
 - Tertiary students
- All assessments are conducted by a **registered Educational Psychologist**, in accordance with professional, ethical, and regulatory standards.
- Findings are integrated into a **formal written report** structured explicitly for submission to examination boards, universities, and access or disability services.

Why is this assessment required?

- Many institutions require specific standardised test batteries before considering accommodation or concession requests.
- This assessment:
 - Ensures compliance with board-specific technical requirements
 - Produces results that are valid, reliable, and comparable
 - Requests for reassessment by institutions
 - The assessment supports fair and equitable access by identifying learners disadvantaged under standard assessment conditions.

When is this assessment typically used?

- When applying for **formal examination or tertiary accommodations**.
- When institutions explicitly require:
 - A standardised cognitive assessment, and
 - A standardised academic achievement assessment.
 - When previous assessments:
 - Do not meet current institutional requirements
 - Are outdated

- Did not include the required instruments
- When documentation must be acceptable for **local and international educational contexts**.

Assessment focus

- **Cognitive functioning**
 - Assessed using:
 - WISC-V (school-aged learners)
 - WAIS-IV (older adolescents and adults)
 - Evaluates reasoning, processing speed, working memory, and related abilities relevant to assessment performance.
- **Scholastic / academic functioning**
 - Assessed using the WIAT-III, covering:
 - Reading
 - Writing
 - Spelling
 - Mathematics
 - Provides objective evidence of academic skills under standardised conditions.
- **Behavioural and attentional functioning (where relevant)**
 - Assessed using the DIVA when attentional or executive functioning difficulties are relevant to the accommodation request.
 - Supports motivation for accommodations related to attention, concentration, or processing efficiency.

Language of assessment and reporting

- Assessment is conducted in the learner's **preferred or dominant language**, where appropriate, to:
 - support accurate task engagement
 - Reduce linguistic bias
 - Enhance validity and reliability
- The written report is provided in **English**, as required by:
 - Examination boards
 - Universities
 - International institutions
 - English reporting ensures:
 - Clear administrative interpretation
 - International acceptability
 - Long-term usability for tertiary education, relocation, or emigration.

What the report includes

- Full standardised test results with appropriate interpretation.
- Clear explanation of how cognitive and academic functioning impacts assessment performance.
- Explicit motivation linking findings to requested accommodations.
- Documentation structured to meet formal accommodation and access standards.

Who should choose this assessment?

This assessment is appropriate if:

- A school, examination board, or university specifically requires **WISC-V/WAIS-IV and WIAT-III** results.
- You are applying for formal examination or tertiary accommodations.
- Previous assessments do not meet current institutional requirements.
- Documentation must be acceptable for **UK-aligned or international systems**.

Who should not choose this assessment?

This assessment may not be appropriate if:

- A **comprehensive developmental understanding** is required.
- Emotional, behavioural, or developmental concerns require in-depth exploration.
- The purpose is a simple re-application where a targeted update would suffice.

In these cases, a **Comprehensive Psycho-Educational Assessment** or **Targeted / Hourly-Based Assessment** may be more appropriate.

Professional fees and medical aid information

- Medical aid tariffs apply; however, the total fee is capped.
- This assessment is charged at the **same tariff level as the Comprehensive Psycho-Educational Assessment**, due to:

- Administration of a full standardised cognitive and scholastic battery
- Strict compliance with examination board and tertiary requirements
- Detailed interpretation and formal report preparation
- The fee reflects:
 - Assessment planning and test selection
 - Cost of the psychometry for the British instruments
 - Administration of WISC-V or WAIS-IV
 - Administration of the WIAT-III
 - Behavioural and attentional assessment using the DIVA, where relevant
 - Scoring, interpretation, and integration of findings
 - Comprehensive report writing (typically five or more additional hours, which is not charged)
 - The final report remains valid for **two years** and according to some institutions they accept reports that is not older than three years.

Tariffs

- Cash (EFT): R7 500.00
- Medical aid: 6 × medical aid tariff sessions
- Minimum ICD-10 code: Z55.9
- Procedure codes: 86211, 86211, 86205, 86205

Includes

- Approximately 5 - 6 hours of direct assessment
- Feedback session, which is combined with intake session information gathering
- Comprehensive written report structured for institutional submission

Administrative and payment information

- PMB codes may not be used for psycho-educational assessments. The only exception applies where a psychiatrist integrates the assessment into a documented treatment plan.
- Payment may be made via:
 - Cash
 - EFT
 - Direct medical aid billing, where applicable
- Reports are released once full payment has been received.

Banking details

- Beneficiary: Lelani Cloete Sielkundige (Pty) Ltd
- Bank: First National Bank (FNB)
- Branch code: 255355
- Account number: 63135238011
- Reference: Client's name and surname

OPTION D

TARGETED ASSESSMENT (HOURLY-BASED)

What is this type of assessment?

- A non-standardised / targeted assessment is a **focused psycho-educational evaluation** conducted by a registered Educational Psychologist.
- It utilises **selected assessment measures**, rather than a full standardised battery, and is guided by a **clearly defined referral question**.
- The purpose is to provide **updated, current evidence of functional academic impact**, rather than to re-establish a full cognitive or developmental profile.
- This assessment is designed to be **proportionate and purpose-specific**, responding directly to institutional requirements where a full reassessment is not necessary.

Why is a targeted assessment important?

- Many institutions require **updated motivation or confirmation of current impact**, rather than a full reassessment.
- This assessment allows for:
 - Efficient review of current academic functioning
 - Clear motivation for continued or adjusted accommodations
 - Avoidance of unnecessary repetition of testing
- It ensures that decisions regarding concessions are based on **recent, defensible evidence**, while respecting the learner's prior assessment history.
- The approach is particularly valuable where time, cost, or proportionality are important considerations.

When is this assessment typically used?

- Most commonly for **re-applications for additional writing time or academic concessions**.
- Frequently used for **tertiary students**, particularly at **Stellenbosch University**, where:
 - A prior comprehensive psycho-educational assessment already exists, and
 - The institution requires updated motivation rather than full reassessment.
- When the referral question is **narrow and clearly defined**, such as:
 - Whether previously identified difficulties continue to impact current academic performance.
- When the institution or examination board does **not require a full standardised reassessment**.

Assessment focus

- Review of **current functional academic impact**, particularly under timed or demanding assessment conditions.
- Targeted evaluation of cognitive or academic processes relevant to the referral question.
- Consideration of how previously identified difficulties currently affect:
 - Academic performance
 - Test-taking efficiency
 - Endurance and accuracy under pressure.

Assessment approach

- Assessment measures are **selected purposefully**, based on:
 - The referral question
 - The learner's age and educational level
 - Existing assessment data
 - Institutional requirements
- The assessment may include:
 - Selected standardised measures
 - Review of prior psycho-educational reports
 - Review of academic records and institutional correspondence

- Qualitative observations during assessment are used to inform interpretation of current functioning.
- Findings are integrated with **collateral information and previous documentation** to ensure continuity and coherence.

Language of assessment and reporting

- Where appropriate, assessment is conducted in the learner's **preferred or dominant language** to:
 - Support accurate task engagement
 - Reduce linguistic bias
 - Enhance the validity of findings
- The written report is provided in **English**, as this is the language required for:
 - Tertiary institutions
 - Administrative and disability support services
 - Multidisciplinary and institutional review
- English reporting supports long-term usability and avoids misinterpretation through translation.

What the report includes

- A focused summary of current assessment findings.
- Clear interpretation of whether learning or processing difficulties **continue to impact academic performance**.
- Explicit motivation addressing the **specific accommodation or concession request**.
- Integration of:
 - Current assessment findings
 - Prior psycho-educational reports
 - Relevant academic and institutional documentation
- Concise, targeted recommendations aligned with institutional requirements.

Objectives of the assessment

- To provide **updated evidence** of current academic and functional impact.
- To support re-applications for accommodations or concessions.
- To ensure that recommendations remain **appropriate, proportionate, and defensible**.
- To avoid unnecessary full reassessment where this is not required.

Benefits of a non-standardised / targeted assessment

- Cost-effective and time-efficient.
- Minimises testing burden for the learner or student.
- Provides current, relevant documentation for institutional use.
- Maintains continuity with prior assessment findings.
- Suitable where a **focused motivation** is required rather than a comprehensive reassessment.

Professional fees and medical aid information

- Assessment time is charged **per hour**, based on the **Discovery Medical Aid tariff for 2026**.
- **Hourly rate: R1 292.20 per hour.**
- The hourly fee reflects:
 - Professional time spent on assessment planning
 - Administration of selected assessment measures
 - Scoring and interpretation
 - Review of prior documentation and collateral information
 - Report writing, which is **included as part of the assessment process**
- The total cost will depend on:
 - The complexity of the referral question
 - The amount of prior documentation available
 - The extent of assessment required.

Important limitations and suitability

- This assessment option is **only recommended** where:
 - Sufficient prior comprehensive assessment data is available, and
 - A full standardised reassessment is **not required** by the institution or examination board.

- If no prior comprehensive assessment exists, or if institutional requirements specify a full battery, a **Comprehensive or Standardised Accommodation-Focused Assessment** may be more appropriate.

Who should choose this assessment?

This assessment is appropriate if:

- A comprehensive psycho-educational assessment has already been completed.
- The current need is for **updated motivation** rather than full reassessment.
- The referral question is specific and clearly defined.
- The institution allows targeted reassessment for accommodation purposes.

Who should not choose this assessment?

This assessment may not be appropriate if:

- No prior psycho-educational assessment exists.
- Learning difficulties are complex or unclear.
- Differential diagnoses need to be explored or excluded.
- The institution explicitly requires a full standardised battery.

OPTION E

ADULT ADHD ASSESSMENT

What is an Adult ADHD Assessment?

- An Adult ADHD Assessment is a **targeted psychological evaluation** conducted by a registered Educational Psychologist.
- The assessment focuses specifically on **attention regulation and executive functioning** in adults and older adolescents.
- The purpose is to explore whether the difficulties reported by the individual are **consistent with ADHD-related features**, rather than to provide a medical diagnosis.
- The assessment is structured to evaluate how attentional and executive challenges affect:
 - Academic functioning
 - Occupational performance
 - Daily organisation and task management

Why is an Adult ADHD Assessment important?

- Difficulties with attention, focus, organisation, and impulse control often persist into adulthood and may significantly impact functioning.
- Many adults seek assessment after experiencing:
 - Ongoing academic or occupational difficulties
 - Chronic disorganisation or inefficiency
 - Difficulty sustaining effort or attention
 - Emotional overwhelm linked to executive demands
- A structured assessment allows for:
 - Clarification of whether current difficulties are consistent with ADHD-related features
 - Differentiation between attentional difficulties and other contributing factors (e.g. stress, anxiety, mood, burnout)
- Findings support **appropriate, targeted intervention**, rather than relying on assumptions or self-diagnosis.

What this assessment is

- A **focused, domain-specific assessment**, rather than a full psycho-educational or diagnostic evaluation.
- Concentrates on attentional control and executive functioning skills, such as:
 - Sustained attention
 - Organisation
 - Planning

- Task initiation
- Working memory
- Self-regulation
- Designed to inform **support planning, accommodations, and next steps**, rather than to establish a formal medical diagnosis.

When is this assessment typically used?

- When an adult or student reports longstanding difficulties with:
 - Attention
 - Focus
 - Organisation
 - Time management
- When attentional difficulties are impacting:
 - University studies
 - Professional or occupational functioning
 - Daily responsibilities
- When clarification is required before considering:
 - Academic or workplace accommodations
 - Further medical or psychiatric evaluation
- When an individual seeks psychological insight into their attentional profile.

Assessment focus

- **Attention regulation**
 - Ability to sustain focus, resist distraction, and manage attentional demands over time.
- **Executive functioning**
 - Organisation, planning, task initiation, working memory, and follow-through.
- **Functional impact**
 - How attentional and executive difficulties affect academic, occupational, and daily functioning.

Assessment approach

- The assessment includes:
 - A structured clinical intake
 - Targeted interview-based assessment
 - Use of appropriate screening and structured tools where indicated
- Information is gathered through:
 - Self-report
 - Clinical interview
 - Review of relevant background information
- Findings are interpreted within a **psychological and functional framework**, rather than a medical diagnostic framework.

Language of assessment and reporting

- Assessment and feedback are conducted in the individual's **preferred language**, where appropriate.
- The written report is provided in **English** to:
 - Support clarity across academic, occupational, and administrative contexts
 - Facilitate multidisciplinary communication
 - Ensure long-term usability if documentation is required in future settings

What the report includes

- A clear summary of assessment findings related to attention and executive functioning.
- Interpretation of whether reported difficulties are **consistent with ADHD-related features**.
- Description of the **functional impact** of attentional difficulties.
- Practical recommendations addressing:
 - Support strategies
 - Academic or workplace accommodations
 - Skill-based interventions

- Guidance regarding **referral for medical or psychiatric evaluation**, where indicated.

Assessment structure and time allocation

- **1 hour – Intake session**
 - Detailed exploration of presenting concerns, history, and functional impact.
- **1 hour – Assessment / interview**
 - Targeted evaluation of attention and executive functioning.
- **1 hour – Feedback session**
 - Discussion of findings, implications, and recommendations.

Professional fees and medical aid information

- This assessment is charged on an **hourly basis**, in line with the **Discovery Medical Aid tariff for 2026**.
- **Hourly rate: R1 292.20 per hour.**
- Total assessment time:
 - **3 hours in total** (intake, assessment/interview, and feedback).
- The hourly fee reflects:
 - Professional consultation time
 - Assessment administration and interpretation
 - Preparation of a written summary report
- Report writing is **included** in the assessment process.

Who should choose this assessment?

This assessment is appropriate if:

- Attention and executive functioning difficulties are the primary concern.
- Difficulties are affecting academic, occupational, or daily functioning.
- Clarification is needed before pursuing medical or psychiatric evaluation.
- Support strategies or accommodations need to be identified.

Who should not choose this assessment?

This assessment may not be appropriate if:

- A comprehensive psycho-educational profile is required.
- Learning difficulties extend beyond attention and executive functioning.
- Differential diagnoses across multiple domains need exploration.

In these cases, a **Comprehensive Psycho-Educational Assessment** may be more appropriate.

OPTION F

CAREER GUIDANCE ASSESSMENT

What is a Career Guidance Assessment?

- A Career Guidance Assessment is a **structured psychological assessment process** conducted by a registered Educational Psychologist, aimed at supporting informed educational and career decision-making.
- The assessment integrates multiple domains of functioning, including:
 - **Interests** (what naturally engages and motivates the individual)
 - **Aptitudes** (where included, to understand learning and problem-solving strengths)
 - **Personality style** (preferred ways of working, interacting, and making decisions)
 - **Values and motivational drivers** (what gives meaning, direction, and long-term satisfaction)
- The purpose is to develop a **coherent, evidence-based understanding** of how an individual's abilities, preferences, and values align with potential fields of study and career pathways.
- The assessment is **guidance-oriented**, supporting thoughtful exploration and informed choice rather than prescriptive or rigid career matching.

Why is a Career Guidance Assessment important?

- Career decisions made without adequate self-understanding often result in:
 - Dissatisfaction with chosen subjects or courses
 - Reduced academic engagement and motivation
 - Repeated changes in study direction
 - Increased stress, uncertainty, and self-doubt
- A structured assessment process:
 - Reduces reliance on assumptions, peer influence, or limited exposure to options
 - Provides clarity at key decision points
- The assessment supports individuals in making **realistic, sustainable, and personally meaningful choices**, grounded in both strengths and preferences rather than external pressure or guesswork.

What this assessment is

- A **developmentally appropriate, integrative career assessment**, not a single questionnaire or isolated test.
- The focus is on identifying **patterns across domains**, rather than interpreting individual scores in isolation.
- The assessment is designed to support:
 - Subject selection and refinement
 - Course and qualification planning
 - Broad career exploration and narrowing of options
- The outcome is reflective and collaborative, encouraging **active engagement and ownership** of career decisions.

When is this assessment typically used?

- When learners or students feel **uncertain, conflicted, or overwhelmed** about subject, study, or career choices.
- At important transition points, such as:
 - Senior high school
 - Post-matric planning
 - Tertiary course reconsideration or change
- When interests, strengths, and values appear misaligned with current academic or career direction.
- When structured professional guidance is needed to explore **realistic, viable, and personally suitable options**.

Assessment focus

- **Interests**
 - Identifies areas of genuine engagement, curiosity, and sustained motivation.
- **Aptitudes (where included)**
 - Explores patterns of cognitive or academic strengths relevant to learning demands and work environments.

- **Personality**
 - Examines preferred work styles, environments, interpersonal orientation, and decision-making tendencies.
- **Values**
 - Identifies core motivators, priorities, and meaning-based drivers that influence long-term satisfaction and persistence.

Assessment approach

- The assessment makes use of **standardised psychometric instruments**, selected according to:
 - Age
 - Educational level
 - Referral context
- Results are interpreted **integratively**, ensuring that findings are understood in relation to one another.
- The process includes:
 - Assessment administration
 - Professional interpretation
 - A structured feedback session
 - A written report synthesising findings and guidance themes

Language of assessment and reporting

- Assessment administration and feedback are conducted in the individual's **preferred language**, where appropriate.
- The written report is provided in **English** to:
 - Ensure clarity across educational and administrative contexts
 - Support communication with schools, tertiary institutions, and other professionals
 - Maintain long-term usability of the report

What the report includes

- An integrated interpretation across all assessed domains.
- A clear explanation of:
 - Strengths
 - Preferences
 - Motivational and personality patterns
- Identification of **broad fields of study and career pathways** aligned with the individual's profile.
- Guidance that supports:
 - Further exploration
 - Informed decision-making
 - Realistic and sustainable planning

Assessment options and professional fees

The practice offers **three structured Career Guidance Assessment options**, depending on whether aptitude testing is included and how it is administered.

All options include:

- Psychometric instrument costs
- Professional interpretation
- Feedback session
- Written career guidance report

Option 1: Career Guidance Assessment with In-Person Aptitude Testing

- Aptitude testing is conducted **in person** at the practice.
- Includes assessment of interests, personality, values, and aptitudes.
- Suitable where detailed aptitude information is required.
- **Total cost: R4 500.00**

Option 2: Career Guidance Assessment with Online Aptitude Testing

- Aptitude testing is conducted **online**, where appropriate.
- Includes assessment of interests, personality, values, and aptitudes.
- **Total cost: R3 800.00**

Option 3: Career Guidance Assessment without Aptitude Testing

- Aptitude testing is **excluded**.
- Focuses on interests, personality, and values.
- Suitable where:
 - Aptitude data already exists, or
 - The referral question is exploratory rather than ability-focused.
- **Total cost: R3 500.00**

Who should choose this assessment?

This assessment is appropriate if:

- You require structured guidance for subject, study, or career decisions.
- You want decisions to be grounded in self-understanding rather than guesswork.
- You are navigating a transition point or reconsidering your current direction.
- You value an integrated, professional interpretation rather than isolated test results.

Who should not choose this assessment?

This assessment may not be appropriate if:

- There are significant learning, attention, or emotional difficulties requiring a psycho-educational assessment.
- Formal accommodation or access documentation is required.
- The primary concern is diagnostic clarification rather than career planning.

In these cases, a **Psycho-Educational Assessment** or **Targeted Assessment** may be more appropriate.

OPTION G

SUBJECT CHOICE ASSESSMENT (GRADE 9)

Purpose of the Subject Choice Assessment

- Subject choice and early career decision-making involve the **integration of self-knowledge with accurate subject and career information**.
- The primary aim of the Subject Choice Assessment is to:
 - Support **informed and realistic subject selection** for the FET phase (Grades 10–12)
 - Foster **self-awareness**, rather than premature career certainty
- The assessment is designed to help learners understand:
 - How their abilities, interests, and learning style interact
 - How subject choices influence **future study and career access**
- This process does **not require learners to decide on a final career**, but rather to make choices that:
 - Keep appropriate pathways open
 - Reduce unnecessary academic risk
 - Align with both current functioning and future potential

How subject choice decisions are approached

- A **dynamic decision-making approach** is followed.
- This means that recommendations are not based on a single score or preference, but on the **interaction between multiple factors**, including:
 - Aptitude
 - Academic performance
 - Interests
 - Personality and temperament
 - Motivation and work habits
 - Emotional maturity and stress tolerance
- The assessment recognises that:
 - Subject choices are **developmental decisions**
 - Learners continue to grow, mature, and refine their interests over time
- The goal is to support **sustainable, defensible subject choices**, rather than short-term convenience.

The Subject Choice Assessment process

The following steps form part of the assessment process:

- Collection of **background information** from the learner and parents
- Structured exploration of **self-knowledge**, including:
 - Strengths
 - Challenges
 - Preferences
- Administration of a **standardised aptitude assessment**
- Completion of **interest and personality questionnaires**
- Qualitative questioning to explore:
 - Motivation
 - Subject experiences
 - Perceived challenges
 - Emerging career ideas
- Integration of:
 - Aptitude results

- Scholastic performance
- Self-report information
- Guided **decision-making regarding subject choices**

The role of parents in subject choice

- Subject and career decisions are **not once-off events**, but evolving processes that develop over time.
- This assessment represents **one structured point in that journey**, not a final answer.
- Parental involvement is essential because:
 - Subject choices influence not only Grades 10–12, but also **post-school options**
 - Learners benefit from **guided reflection**, rather than pressure or avoidance
- Parents are encouraged to act as:
 - Partners in discussion
 - Facilitators of exploration
 - Supporters of realistic decision-making

Key questions for parents and learners to consider together

- What does each subject actually entail in terms of:
 - Content
 - Pace
 - Assessment demands?
- Which subjects are **required or recommended** for intended tertiary fields?
- Is the learner willing and able to:
 - Work consistently
 - Function under pressure
 - Manage sustained academic demands?
- Which subjects align with:
 - Interests
 - Strengths
 - Learning style?
- How does the learner typically cope with:
 - Stress
 - Academic setbacks
 - High workload periods?

Balancing opportunity and feasibility

- Subject choices should not be based solely on:
 - What feels easiest now
 - Peer influence
 - Popularity of subjects
- At the same time, selecting subjects that:
 - Are unrelated to the learner’s strengths or interests
 - Place excessive strain on vulnerable areas
may negatively impact overall academic performance.
- Many tertiary institutions consider:
 - Overall academic averages
 - Subject performance trends
often as early as **Grade 11**.
- The most sustainable subject choices:
 - Keep future options open
 - Align with aptitude and interest
 - Are manageable in terms of workload and stress

Language subjects and additional considerations

- Language subject choices (e.g. Home Language vs First Additional Language) should be considered carefully.
- While advanced language options offer enrichment, they may:
 - Place disproportionate strain on learners with language-based difficulties

- Parents should be aware that:
 - Many universities treat Home Language and First Additional Language similarly for admission
 - Some programmes apply different minimum requirements
- Decisions should be guided by:
 - The learner's language proficiency
 - Academic goals
 - Impact on overall average

What this assessment aims to provide

- A **clear, integrated understanding** of the learner's:
 - Aptitude profile
 - Academic strengths and challenges
 - Interests and preferences
- Practical guidance regarding:
 - Subject suitability
 - Risk areas
 - Subjects that support future pathways
- A **professional report** to support:
 - Family discussion
 - School consultation
 - Informed decision-making

Important perspective for learners

- Learners do **not need to know exactly what they want to become** at this stage.
- What matters is learning to:
 - Reflect on who they are
 - Understand how they learn
 - Make choices that allow for growth
- This assessment is a **tool**, not a verdict.
- Ongoing conversation, exposure, and reflection remain essential.