

Educational Assessment

Comprehensive
assessment of learning,
cognition, and behaviour



What to Expect - Our Process

- Background review and consultation with parents, carers, or educators to understand the learner's history and current concerns.
- Comprehensive cognitive and academic testing using validated assessment tools.
- A cohesive interpretation of cognitive, emotional, and behavioural findings to understand the learner's strengths, challenges, and factors influencing performance.
- A detailed written report with clear, practical, and actionable recommendations for classroom supports, intervention planning, and family guidance.
- A feedback session to walk through the assessment results, clarify findings, and support next steps.

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Our Commitment to Clarity

While many assessments describe what a child is finding difficult, we focus on uncovering why those difficulties are occurring. With neuropsychological expertise guiding each evaluation, we explore the learning profile until we reach a clear, evidence-based explanation.

This means we do not stop at a label or a single test result. We ensure the underlying mechanisms are understood so that recommendations are precise, practical, and genuinely effective for school and home.



The Purpose of a Neuropsychologically Informed Assessment

Our assessments aim to:

- Clarify the cognitive, emotional, and behavioural factors affecting learning
- Differentiate between learning disorders, ADHD, developmental delay, and other neurodevelopmental influences
- Identify the effects of early experiences, health conditions, or neurological factors (e.g., prenatal substance exposure, premature birth, mild head injury)
- Guide tailored educational, therapeutic, and family supports



What Sets Our Assessments Apart

An educational assessment at Nudge Psychology goes beyond measuring reading, writing, and maths. We use a neuropsychological framework to explore how and why a student learns in particular ways, considering the interaction between cognitive processes, emotional regulation, and daily functioning.

This approach looks beneath academic performance to understand the mechanisms shaping it, such as working memory and processing speed, attention and executive functioning, emotional and behavioural regulation, and developmental, neurological, or environmental influences on learning.

We also apply this framework to clarify complex presentations, including determining whether difficulties reflect ADHD, learning disorders, or other neurodevelopmental factors. Our assessments incorporate cognitive data, behavioural information, and psychological context to support accurate diagnosis and differential understanding.

The result is an assessment that explains the “*why*”, not just the “*what*”, providing evidence-based, practical recommendations for school and home.



When to Refer

A neuropsychologically informed educational assessment may be appropriate when:

- There are concerns about attention, concentration, or impulsivity
- A child presents with inconsistent learning progress or complex behavioural patterns
- There is a need to understand how emotion, motivation, or environment affect learning
- Teachers or parents suspect a learning disorder or ADHD
- Previous cognitive or academic testing has not explained ongoing difficulties
- In cases where academic underperformance is suspected
- In cases where students appear intellectually gifted or twice-exceptional, where high cognitive ability may be masking learning, attention, or emotional regulation difficulties

This approach is particularly valuable when a student’s challenges are multifactorial or not adequately captured by standard testing.