

# Does My Child Need Psychological Assessment?

Free Checklist for Parents



**Dr. Rosalina Tamondong-De Vera**  
PRC Licensed Guidance Counselor

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*In less than five minutes, discover the signs that matter most  
— and what your next step should be for your child.*

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*This guide is for every parent who has ever wondered: **“Is my child okay  
— or is there something I'm missing?”***

A NOTE  
FROM

**Dr. Rosalina Tamondong-De Vera, Ph.D.**

## Dear Parent,

Over the course of my career — as a teacher, a SPED coordinator, and as a practicing guidance counselor here in San Carlos City — I have sat across from hundreds of parents who came to me with the same quiet worry in their eyes.

They would say: “Wala namang mali sa anak ko, diba?” — “There’s nothing wrong with my child, right?” And I would tell them what I am telling you now: asking that question is not a sign of failure. It is a sign of love.

The children I have worked with — those who struggled in school, those who seemed unreachable, those whose teachers had run out of ideas — they did not need to be fixed. They needed to be understood. Psychological assessment gave their parents the answers they had been searching for, and gave their children a path forward that actually matched who they are.

This checklist is not a test. It is not a judgment. It is simply a tool to help you see your child more clearly — the way I have been trained to see children for over three decades. You know your child best. I am here to help you understand what you are seeing.

**If any of the signs below sound familiar, this guide is for you.**

*Warmly,*

**Dr. Rosalina Tamondong-De Vera, Ph.D.**

PRC Licensed Registered Guidance Counselor

RTV Counseling Service • San Carlos City, Pangasinan

**SECTION 1** **What Is Psychological Assessment?**

When parents hear the words “psychological assessment,” they sometimes imagine something frightening — a clinical room, a child being judged, a report that puts a permanent label on their family. The reality is very different.

A psychological assessment is simply a **structured way of understanding how a child thinks, learns, feels, and behaves** — using tools and methods that have been proven to give accurate, useful information. Think of it like a medical check-up, but for the mind and learning style. Just as a doctor uses a stethoscope and a blood test to see what is happening inside the body, a psychologist uses carefully designed activities and conversations to understand what is happening inside a child’s thinking and emotional world.

With Dr. De Vera, an assessment session takes place in a calm, private, and child-friendly environment in her office in San Carlos City. Depending on the child’s age and the specific concern, a session typically lasts **one to three hours** — broken into manageable activities, never exhausting. The child is not alone; the process is explained step by step, and parents are briefed before and after each session.

At the end of the assessment, you receive a **written report in plain language** — not a document full of medical terms you cannot understand, but a clear explanation of what was found, what it means for your child, and what you can do next. Dr. De Vera discusses the results with you personally, answers every question, and helps you identify the specific steps that will make the biggest difference for your child.

Assessment IS...	Assessment IS NOT...
<ul style="list-style-type: none"> <li>• A tool to understand your child better</li> <li>• A way to find the right support and strategies</li> <li>• A private, confidential process</li> <li>• Done in a calm, child-friendly setting</li> <li>• A starting point for positive change</li> <li>• Empowering for both parent and child</li> </ul>	<ul style="list-style-type: none"> <li>• A punishment or consequence for bad behavior</li> <li>• Proof that something is “wrong” with your child</li> <li>• A permanent label or diagnosis on a file</li> <li>• A sign that you failed as a parent</li> <li>• Scary or harmful to your child</li> <li>• Only for children with “serious” problems</li> </ul>

*Seeking assessment is one of the most caring things a parent can do. It says: **“I see you. I want to understand you. I will find the right help for you.”***

## SECTION 2

## The Parent's Observation Checklist

Read through the signs below and place a check (✓) next to any that you have noticed in your child — regularly, not just once or twice. Be honest with yourself. You know your child best.

**IMPORTANT NOTICE:** This checklist is an educational guide only — it is not a diagnostic tool and does not replace professional evaluation. Only a licensed professional can determine whether a full psychological assessment is appropriate for your child.

## 1

## Learning and Academic Performance

*Signs that may point to learning difficulties, processing challenges, or IQ/aptitude concerns*

- Has difficulty reading words aloud even after repeated practice, making frequent errors on simple words  
*(Ages 6–12: especially if peers are reading more fluently)*
- Struggles to finish written assignments in the time given, even when the child clearly understands the topic verbally  
*(All ages)*
- Has difficulty remembering step-by-step instructions that were given only once, and needs the same directions repeated many times  
*(All ages)*
- Makes the same types of spelling or math errors over and over, even after correction and practice  
*(All ages)*
- Confuses letters or numbers that look similar (b/d, p/q, 6/9) well past the age when most children grow out of it  
*(Ages 7 and above: if this persists beyond early grades)*
- Shows a large gap between how smart or articulate the child seems in conversation versus how the child performs in school tests and written work  
*(All ages)*
- Avoids reading or writing tasks entirely, often claiming to be tired, sick, or uninterested  
*(Ages 8 and above)*

## 2

## Attention and Focus

*Signs that may indicate ADHD or significant attentional difficulties*

- Has great difficulty staying seated during homework time, meals, or any activity requiring stillness for more than a few minutes  
*(Ages 6 and above: younger children naturally have shorter attention spans)*

- Starts many tasks or projects but rarely finishes them before moving to the next thing  
*(All ages)*
- Frequently loses books, school materials, or personal items despite reminders to take care of them  
*(Ages 7 and above)*
- Becomes easily distracted by sounds or movements happening outside the immediate task — stopping work to look around, or responding to every small noise  
*(All ages)*
- Acts or speaks impulsively — doing or saying things before thinking, even when this causes problems repeatedly  
*(All ages)*
- Has difficulty following through on chores or homework without constant supervision, not because of defiance, but because attention drifts  
*(All ages)*

### 3

## Behavior and Emotional Regulation

*Signs that may benefit from counseling, behavioral guidance, or assessment*

*Noticing these behaviors does not mean your child is a “problem child.” It may simply mean they need better tools to manage big feelings.*

- Has intense emotional reactions — very long-lasting crying, anger, or shutting down — that seem out of proportion to the situation  
*(All ages, but especially ages 6–14)*
- Shows a noticeable change in behavior, mood, or school performance following a major life event (parents separating, moving, bereavement, bullying)  
*(All ages)*
- Frequently argues with or defies adults — parents, teachers — in a way that consistently disrupts daily routines, not just occasional pushback  
*(Ages 6 and above)*
- Expresses feelings of sadness, worthlessness, or hopelessness on a regular basis, or seems withdrawn and joyless over many weeks  
*(Ages 8 and above: younger children may show this through behavior rather than words)*
- Has recurring physical complaints (stomachaches, headaches) with no clear medical cause, often appearing on school days  
*(All ages)*
- Engages in behaviors that seem intended to harm themselves or others, even in a way that appears minor or “just for attention”  
*(All ages — please seek help promptly if this is present)*

## 4 Social and Communication Skills

*Signs related to peer relationships, communication patterns, or social understanding*

- Has significant difficulty making or keeping friendships, and often plays or sits alone — not by preference, but because interactions do not go well  
*(Ages 5 and above)*
- Struggles to understand social cues — does not pick up when others are bored, upset, or joking — and often says or does things that confuse or upset peers without realizing it  
*(Ages 6 and above)*
- Has noticeably delayed speech or language for the child's age — difficulty forming clear sentences, finding words, or being understood by strangers  
*(Ages 4–8: most relevant in early childhood)*
- Becomes unusually distressed in social situations — school events, family gatherings, group activities — beyond what would be expected for a shy child  
*(All ages)*
- Has very rigid routines and becomes intensely upset when those routines are changed, even in small ways  
*(All ages)*

## 5 Career Awareness and Self-Understanding

*For older children and teens — signs that a career, aptitude, or EQ assessment may help*

*These signs are not problems — they are opportunities. Career and aptitude assessment gives your teenager clarity about who they are and what path fits them best.*

- Is approaching Grade 10–12 or college and still has no idea what course or career to pursue, and feels anxious or indifferent about the decision  
*(Ages 15–18)*
- Has skills and interests that seem to point in different directions and cannot figure out how to combine or choose between them  
*(Ages 14–18)*
- Works hard in school but constantly feels like something is missing — like the education is not matching who they really are  
*(Ages 13–18)*
- Struggles with low confidence or self-esteem in a way that affects school performance and daily choices, not just occasional self-doubt  
*(Ages 12 and above)*
- Has been told by multiple teachers that they have “potential” but it is not showing up in grades or output — and neither the child nor the parent knows why  
*(Ages 10–18)*

## How to Read Your Checklist

Count the total number of boxes you checked. Remember: this checklist is a guide, not a diagnosis. Every child is different — and no number tells the full story. What matters is that you are paying attention.

<b>1 – 3 Checks</b>	Worth keeping an eye on. Every child has challenging moments, and a few checks do not necessarily indicate a concern. However, if these signs have been present for several months and seem to be getting in the way of daily life, a brief consultation with Dr. De Vera — which costs nothing to inquire about — can give you peace of mind.
<b>4 – 7 Checks</b>	These signs together may be pointing to something that deserves a closer look. This does not mean something is “wrong” — it means your child may have a learning style, an emotional need, or a strength that has not yet been fully understood. A conversation with Dr. De Vera is a simple, low-pressure next step.
<b>8 or More Checks</b>	You are seeing a consistent pattern that is worth exploring with a professional. Please do not wait — not because something is terribly wrong, but because the earlier you understand your child, the sooner they receive the support that can make a real difference. Reaching out to Dr. De Vera is the kindest thing you can do for your child right now.

SECTION 3

## What Happens After the Assessment?

If you are considering an assessment, one of the most common fears parents carry is this:

### ***“What if the results show something serious?”***

This is a question Dr. De Vera hears often. And her answer is always the same: **knowing is always better than not knowing.** A child whose challenges are identified and understood has a clear path forward. A child whose challenges are dismissed or ignored simply carries them longer — and often carries them alone. Here is exactly what the process looks like after an assessment with Dr. De Vera:

- **You receive a written report in plain language.** Not medical jargon. Not a list of labels. A clear, readable document that explains what was found, what it means, and what it does not mean.
- **Dr. De Vera sits down with you personally to discuss the results.** You will have time to ask every question you have. Nothing will be rushed.
- **No child is ever called a failure** — or labeled as “abnormal,” “broken,” or “hopeless.” Every report focuses on what the child can do, what they need, and how to help them grow.
- **You receive specific, practical recommendations** for home and school — things you can begin doing immediately that are tailored to your child’s actual profile, not generic advice copied from a textbook.
- **If follow-up support is needed,** counseling sessions, guidance consultations, or further assessments are available — at your own pace, on your own terms.

- A psychological assessment does not close doors for your child.
- It opens the right ones.
- The result of an assessment is not a verdict — it is a map.
- And every parent deserves a map.

## SECTION 4 Frequently Asked Questions

These are the questions Dr. De Vera hears most often from parents in Pangasinan — answered honestly, without judgment.

### **Q1: My child is just a little behind in school. Does that really need an assessment?**

Not always — but the phrase “a little behind” is worth examining more closely. Children can fall behind for many reasons: a difficult school year, a family transition, or simply a teaching style that does not match how they learn. An assessment helps you find out which reason applies to your child — so the solution actually fits the problem. If your child has been struggling for more than one school year and the usual strategies are not working, a consultation is a worthwhile next step.

### **Q2: How old does my child need to be for psychological assessment?**

Dr. De Vera works with children from age 4 onwards. The type of assessment and the tools used will be carefully matched to your child’s age and developmental stage — a 5-year-old and a 16-year-old are assessed very differently. There is no “too young” when a parent has a genuine concern, and there is no “too old” either. Career and personality assessments are especially valuable for teenagers approaching major educational decisions.

### **Q3: Will my child know they are being “tested”? Will it scare them?**

Dr. De Vera introduces assessment activities to children in an age-appropriate way — as games, puzzles, drawing tasks, or conversations, depending on the child’s age. Most children do not experience the session as a test at all. Parents are briefed in advance on what to say (and what not to say) to prepare their child calmly. The goal is for the child to feel safe, not evaluated.

### **Q4: How long does an assessment take, and how many sessions are needed?**

This depends on the type of assessment and the age of the child. A standard IQ or learning assessment typically takes one to two sessions of two to three hours each, spread over different days to avoid fatigue. Emotional or behavioral assessments may involve an additional parent interview session. Dr. De Vera will give you a clear timeline before the assessment begins so you can plan around your schedule.

### **Q5: What if I cannot afford a full assessment right now?**

This is a real concern, and it is a fair one. Dr. De Vera understands the financial realities facing families in Pangasinan. A first step that costs nothing is to reach out for a brief consultation call or visit — no commitment, no pressure. During that conversation, you can discuss your child’s specific situation, understand which type of assessment (if any) would be most helpful, and talk through options that work for your family. You do not have to decide anything during that first conversation.

# Ready to Take the Next Step?

*A short conversation with Dr. De Vera costs nothing — and could change everything for your child.*

You have already done something meaningful by reading this far. That tells me you are paying attention — and paying attention is the first step every good parent takes. Dr. De Vera has spent more than three decades working with children and families across Pangasinan and Region I. She is not here to alarm you or rush you. She is here to help you understand your child in a way that opens doors — not closes them. Reaching out is simple. There is no pressure and no obligation. One conversation could give you the clarity you have been looking for.

## Contact Dr. De Vera

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*Dr. De Vera is a PRC Licensed Registered Guidance Counselor, Professional Teacher, and Doctor of Philosophy with over 30 years of experience serving children, students, and families across Region I, Philippines.*

**Share this checklist with another parent who might need it.**  
***Every child deserves to be understood.***