



## **TDSB Psychological Services: Backlog Wait Lists (2020-2021)**

**To:** Program and School Services Committee

**Date:** 31 March, 2021

**Report No.:** 03-21-4055

### **Strategic Directions**

- Transform Student Learning
- Provide Equity of Access to Learning Opportunities for All Students
- Create a culture student and staff well-being

### **Recommendation**

It is recommended that the report on the Psychological Services backlog of wait list be received.

### **Context**

The goal of all psychological staff is to complete assessments quickly and effectively to support students' well-being and learning. Psychology staff deliver a variety of services to students and staff. The majority of their time is devoted to understanding students' strengths and needs through consultations and assessments. The purpose of this report is to provide information regarding TDSB Psychological Services' back log of psychological referrals wait lists.

A wait list is defined as the total number of students waiting for assessment at any given time. It does not describe the length of time needed to complete an assessment. Caseload information is collected directly from psychological services staff on a monthly basis to enable the monitoring of assessment referrals and ensure accountability for work completion.

Assessment referrals are continuously generated through monthly School Support Team (SST) meetings held throughout the academic year; meetings are attended by Principals, Teachers, parents/guardians and a variety of members of Professional Support Services Staff (including Psychologists, Social Workers, and Speech & Language Pathologists).

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Aligned with TDSB's Multi-year Strategic Plan with the continued focus on anti-oppressive practices psychological staff have provided a variety of supports to meet the learning needs of students, families and staff members during the school closures such as:

- Professional development for staff and parents on learning strategies;
- Academic guidance and interventions for students - both in person and in virtual classrooms and the provision of relevant resources;
- Psychological Services staff have worked collaboratively with Special Education staff by participating on IPRC committees;
- Have engaged in initiatives with Special Education staff and PSS staff to support new and inclusive models that provide learning strategies for all students.

### Wait List and Caseload Data

Depending on the circumstances, students may be seen promptly or placed on a wait list. It is noted that wait list figures do not reflect how long a student has waited for an assessment (i.e., it does not distinguish whether a student was referred on the first or last day of school). The new online database will provide information about response times which will support the identification of strategies to improve the delivery of assessments.

The following are some considerations a psychological referral would stay on the wait list:

- School staff or parent/guardian request that the assessment be delayed;
- The student has made progress and the referral is no longer a priority;
- The school prioritizes new, urgent referrals;
- Parents/Guardians are reluctant to give consent for the assessment;
- Other reasons (e.g., illness, family crisis, out of country, etc.).

Appendices A, B and C chart the wait list data for school years of 2018-2019, 2019-2020 and for the current school year from September 2020-February 2021.

- Appendix A presents the cumulative information as of June 2019 and the second table updates this data to August 2019. The second table includes the summer assessments completed through the additional funding from the Ministry of Education. The first table indicates that in the 2018-2019 academic year, 77.4% of all assessment referrals were resolved by the end of June (67.1% completed and 10.3% removed). The second table, end of August 2019, psychology staff resolved 79.3% of all referrals (68.9% completed and 10.4% removed); 19.6% remained on the wait list.
- Appendix B presents the cumulative information as of June 2020 and the second table updates this data to August 2020. The second table includes the summer assessments completed through additional funding from the Ministry of Education. The 2019-2020 school year was interrupted by the school lockdown in March 2020 as a result of the pandemic. The data reflects the impact the school lockdown from March to June 2020 had on the completion of psychological assessments. The data indicates, regardless of the school

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lockdown, 74.8% of all referrals were resolved (62.7% completed and 12.1% removed) and 25.5% remained on the wait list.

- The wait list was 5% more than the previous year which is a direct result of the school lockdown from March 2020 to June 2020;
  - Re-aligning confidentiality and consent in a virtual platform took additional training and information gathering during the sudden school lockdown in March 2020;
  - Some psychological assessments cannot be completed virtually as a result of varying abilities of the child; consistent use of the technology/technological equity and barriers to assessments such as observation of body language, non-verbal cues that cannot be accurately assessed virtually.
- Appendix C details the statistical data regarding psychological assessments for the current academic year, up to the end of February 2021. Over 62% of current referrals were completed, removed, or were in progress as of end of February, 2021. When compared to data collected at the same time period in the 2019-2020 school year, 10.5% fewer assessments were completed during this current school year. This decrease in assessments is related to challenges experienced as a result of the pandemic and include:
- Late start to the 2020-2021 school year in September 2020;
  - School closures from January 4, 2021 to February 16, 2021. Resulting in a 10% increase in the wait list at the end of February 2021 versus prior to the pandemic in February 2020;
  - Staff being unable to safely assess students with high needs who could not wear face masks;
  - Remote assessment methods were not possible for students who required tactile testing materials or students who did not have access to the necessary technology;
  - Some families have chosen to wait until their child can be assessed safely at school;
  - Challenges in trying to complete assessments when student cohorts were quarantined or students were absent from school.

There are a number of factors which have contributed to the wait lists. They are as follows:

- Prioritization of new referrals over older referrals based on students' needs;
- Rate of new referrals received in each school;
- Variability of time taken to complete a referral. While some assessments can be completed relatively quickly, others are complex and require more time;
- a. Referrals received in May and June are likely to be carried over to the next school year. There were 1589 referrals carried over to the 2020-2021 school year;
- b. Requests to complete assessments without compelling evidence rather than seeking alternative solutions or interventions;

- Gaps in staffing due to short-term absences and inability to replace staff quickly and effectively;
- Parents/Guardians are reluctant to give consent for the assessment;
- Other reasons (e.g., illness, change of schools, out of country, etc.).

## **Action Plan and Associated Timeline**

What is being done to reduce wait lists?

Despite staffing reductions, several strategies are being considered in order to ensure timely service and address the backlog:

- Intentional checking of wait lists and priority to complete assessments until June 2020 (beginning and time managing a few assessments at the same time);
- Finding time management strategies for report writing and completions;
- Consideration of targeted or brief assessments, when appropriate;
- Use staff consultation and intervention skills to address referral concerns without an assessment (American Psychological Association (APA), National Association of School Psychologists (NASP), Canadian Psychological Association (CPA) recommendations);
- Discussion with Special Education about assessment deadlines for DK and gifted;
- Emphasis on prevention; evidence-based practice in early years to screen, support and intervene potentially preventing an assessment in the future reducing wait lists;
- Board considerations for on-call short term supply psychologists to replace leaves;
- Beginning in September 2020, a new referral and database system for all Professional Support Services has been implemented. This new system will allow for the tracking of time intervals between when referrals are received and when service begins; provide information about actual wait times for service, and offer detailed data on the completion time of referrals;
- Continue to implement the Action Plans in the TDSB MYSP for Inclusion. Ensure all staff understand the goals in the plan and have the skills required to meet students' needs;
- Review School Support Teams (SST) and In-School Support Teams (IST) processes to ensure they are utilizing consultative supports from psychological services prior to referrals to assessments.

## **Resource Implications**

There are no resource implications associated with receiving this report.

## Communications Considerations

NIL

## Board Policy and Procedure Reference(s)

Not applicable.

## Appendices

- Appendix A: Assessment Statistics from September 2018 to Late August 2019
- Appendix B: Assessment Statistics from September 2019 to Late August 2019
- Appendix C: Assessment Statistics from September 2020 to February 2021 and Assessment Statistics from September 2019 to February 2020 as a comparison.

## From

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**Appendix A**  
**Psychological Services: Assessment Statistics**  
**(2018-2019)**

**Cumulative Statistics from September 2018 - June 2019**

	<b>Total</b>	<b>Percentage*</b>
Completed/ <sup>1</sup> Removed	<b>6310</b>	<b>77.4</b>
In Progress	<b>89</b>	<b>1.1</b>
Waiting	<b>1756</b>	<b>21.5</b>
Total Referrals	<b>8155</b>	<b>100</b>

**Cumulative Statistics from August 31, 2019**

	<b>Total</b>	<b>Percentage*</b>
Completed/ <sup>2</sup> Removed	<b>6427</b>	<b>79.3</b>
In Progress	<b>89</b>	<b>1.1</b>
Waiting	<b>1595</b>	<b>19.6</b>
Total Referrals	<b>8111</b>	<b>100</b>

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<sup>1</sup> <sup>1</sup>*Referrals Completed*: Assessment cases that have been completed or closed (e.g., parents refused assessment, moved out of board, etc.)

<sup>2</sup> Ibid.

**Appendix B**  
**Psychological Services: Assessment Statistics**  
**(2019-2020)**

**Cumulative Statistics from September 2019-June 2020**

	<b>Total</b>	<b>Percentage*</b>
Completed/ <sup>3</sup> Removed	<b>4257</b>	<b>68.4</b>
In Progress	<b>224</b>	<b>3.6</b>
Waiting	<b>1747</b>	<b>28.0</b>
Total Referrals	<b>6228</b>	<b>100</b>

**Cumulative Statistics from August 31, 2020**

	<b>Total</b>	<b>Percentage*</b>
Completed/ <sup>4</sup> Removed	<b>4639</b>	<b>74.5</b>
In Progress	<b>0</b>	<b>0</b>
Waiting	<b>1589</b>	<b>25.5</b>
Total Referrals	<b>6228</b>	<b>100</b>

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<sup>3</sup> <sup>1</sup>*Referrals Completed*: Assessment cases that have been completed or closed (e.g., parents refused assessment, moved out of board, etc.)

<sup>4</sup> Ibid.



**Appendix C**  
**Psychological Services: Recent Assessment Statistics**  
**(As of February 2021 vs. February 2020)**

**As of February 2021**

	<b>Total</b>	<b>Percentage</b>
Completed/ <sup>5</sup> Removed	<b>1501</b>	<b>39.2</b>
In Progress	<b>858</b>	<b>22.44</b>
Waiting	<b>1472</b>	<b>38.4</b>
<b>Total Referrals</b>	<b>3831</b>	<b>100</b>

**As of February 2020**

	<b>Total</b>	<b>Percentage</b>
Completed/ <sup>6</sup> Removed	<b>3311</b>	<b>55.7</b>
In Progress	<b>975</b>	<b>16.4</b>
Waiting	<b>1663</b>	<b>27.9</b>
<b>Total Referrals</b>	<b>5949</b>	<b>100</b>

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<sup>1</sup>*Referrals Completed*: Assessment cases that have been completed or closed (e.g., parents refused assessment, moved out of board, etc.)

<sup>6</sup> Ibid.