

Educational Psychologist interview questions

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What to expect

Educational Psychologist interviews combine registration checks with assessment practice, collaboration and ethical judgement. Panels usually include a senior psychologist, a school leader and sometimes a human resources representative.

- **Assessment and report writing:** Questions that probe how you choose tools, interpret results and write reports for teachers and funding panels.
- **Collaboration and consultation:** Questions about working with teachers, families, allied health and school leaders to turn assessment into action.
- **Scenario and crisis response:** Hypothetical situations involving student wellbeing, trauma, risk or critical incidents, testing your judgement under pressure.
- **Behavioural and ethical judgement:** Past examples of managing disagreement, confidentiality, dual roles or competing demands.
- **Technical knowledge:** Direct questions about specific instruments such as WISC-V, WIAT-III, Conners 4 and BASC-3, and about psychometrics.
- **Family and teacher communication:** Questions about explaining complex findings, writing accessible reports and handling sensitive feedback.

The interview often starts with a phone or video screen covering registration and basic experience. The main panel then moves through a mix of behavioural questions, a case scenario or work sample, and technical questions about assessment tools. You may be asked to discuss a report you have written or to talk through a recent complex case. The panel usually closes with your questions and a chance to meet the team. Some employers include a separate session with a parent or student representative.

1. Walk me through your process for a comprehensive psychoeducational assessment, from referral to feedback.

Why they ask

This is the core of the role. The panel wants to see a safe, ethical and structured approach, not just a list of tests.

How to structure your answer

Process walk-through. Start with referral and consent, then background and records, choose tools, standardised administration, scoring and interpretation, integrate findings, write the report, and finish with feedback to family and school.

Example answer

"I start by clarifying the referral question with the family and school, and I make sure I have written consent and understand who will receive the report. I gather developmental, medical, educational and family history, and I review any previous reports. Then I choose tools based on the question, for example WISC-V for cognitive ability, WIAT-III for academic skills, and Conners 4 or BASC-3 for behaviour and emotional functioning. I administer assessments in a quiet space and follow standardised procedures. After scoring, I look for patterns across data, not just single scores. I integrate the results with classroom observations and teacher reports. When I write the report, I use plain language and link each finding to a specific adjustment. I finish with a feedback meeting where I check the family and teacher understand the recommendations, and I offer follow-up."

2. Tell me about a time you had to explain complex assessment results to a family who disagreed with the findings. How did you handle it?

Why they ask

Conflict and disagreement are common when assessment labels or funding decisions are involved. The panel wants to see empathy, clear communication and ethical grounding.

How to structure your answer

STAR. Situation, Task, Action, Result. Focus on listening, explaining the evidence, and finding shared goals.

Example answer

"A parent disagreed with my assessment of their child's reading difficulties because they felt the school had not taught reading properly. I listened first and acknowledged their frustration. I explained the assessment data in plain terms, showing the specific subtests and how the pattern matched a learning disorder rather than a lack of instruction. I invited them to ask questions and offered a second opinion if they wanted one. I also connected the findings to practical supports, like structured phonics and extra time, that would help regardless of the cause. By the end, the parent agreed to the learning plan and later thanked me for taking the time to explain. The result was a stronger working relationship and the student received support sooner."

3. You are asked to assess a student who has recently experienced trauma and is showing dysregulated behaviour. How would you approach the assessment and what would you prioritise?

Why they ask

Trauma-informed practice is essential in educational psychology. The panel wants to see that you prioritise safety and wellbeing over testing for its own sake.

How to structure your answer

Judgement under pressure. Prioritise safety and stabilisation, adapt the assessment, involve the wellbeing team, consider timing and validity, document decisions.

Example answer

"My first priority is safety and stabilisation. I would speak with the wellbeing team and the family to understand what is happening and whether the student is ready for any formal assessment. If the student is highly dysregulated, I would delay standardised testing and focus on observation, consultation and simple check-ins. When assessment is appropriate, I would break it into shorter sessions, use familiar routines, and allow breaks. I would also be careful about interpreting scores if the student is not settled, and I would document any factors that might affect validity. I would involve the school counsellor or external therapist and make sure the student knows they can stop at any time. The goal is to gather useful information without causing further distress."

4. What is your approach to interpreting a WISC-V profile where there is a significant discrepancy between verbal comprehension and processing speed?

Why they ask

This tests technical knowledge and clinical judgement. The panel wants to see that you avoid over-interpretation and link scores to functional impact.

How to structure your answer

Technical interpretation. Define the discrepancy, consider contextual factors, avoid over-interpretation, link to functional impact, collaborate with teachers.

Example answer

"I start by checking whether the discrepancy is statistically significant and whether it is unusual for the student's age. I then look at other data, like classroom observations, teacher reports and academic assessment, to see if the pattern makes sense. I consider factors like fatigue, anxiety, attention or language background, because these can affect processing speed. I avoid saying a single score explains everything. Instead, I describe how the student's stronger verbal reasoning might show up in

class discussions, while slower processing speed might mean they need more time to complete written tasks. I link this to specific adjustments, like reducing copying from the board or giving extra processing time. I share the findings with the teacher and family and review the plan after a term."

5. How do you ensure your reports are accessible and useful for teachers, not just for funding panels?

Why they ask

Reports can be long and technical. The panel wants to see that you write for the people who will use them daily.

How to structure your answer

Process explanation. Plain language, link to classroom strategies, measurable adjustments, avoid jargon, check understanding, follow up.

Example answer

"I write reports with the classroom teacher in mind. I keep the summary short and put the most important recommendations on the first page. I avoid jargon and explain any technical terms in plain English. For every finding, I include a specific adjustment, like preferential seating, chunked instructions or use of a text-to-speech tool. I make the recommendations measurable so teachers can see if they are working. I also offer to meet with the teacher to walk through the report and answer questions. After a term, I check in to see what is working and what needs adjusting. That way the report is a working document, not a one-off document for a panel."

6. Describe a time you had to manage a crisis or critical incident within a school setting. What did you do?

Why they ask

Schools can face critical incidents. The panel wants to see that you can stay calm, follow procedures and support students and staff.

How to structure your answer

STAR. Situation, Task, Action, Result. Focus on safety, coordination, communication and follow-up.

Example answer

"A student disclosed self-harm in a counselling session. I stayed calm and listened, then followed the school's risk assessment procedure. I kept the student safe while contacting the principal and the wellbeing team. I spoke with the family and helped them access external mental health support. I documented everything and coordinated a plan for the student's return to class. I also checked in with the teacher, who was worried, and gave them simple strategies to reduce pressure while the student was recovering. In the following weeks, I maintained contact with the family and the external therapist. The student re-engaged with school and the family felt supported by a clear, coordinated response."