

DIVING INTO DEC RECOMMENDED PRACTICES



ASSESSMENT

A2: PRACTITIONERS WORK
AS A TEAM WITH THE
FAMILY AND OTHER
PROFESSIONALS TO GATHER
ASSESSMENT INFORMATION.



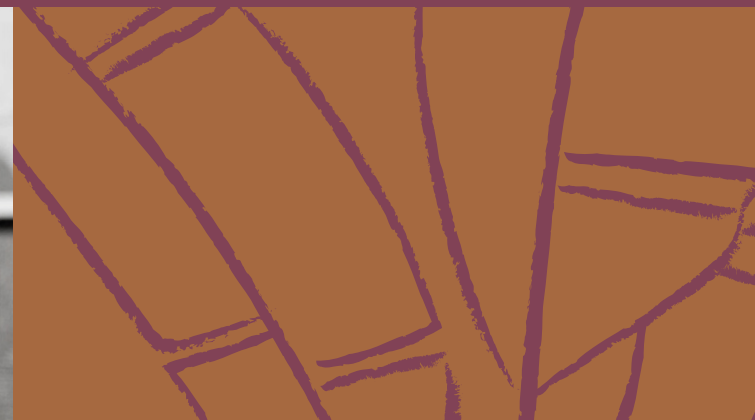
BREAKING IT DOWN

EXAMPLE

A PHYSICAL THERAPIST AND AN EARLY CHILDHOOD SPECIAL EDUCATOR MAKE A HOME VISIT TOGETHER TO ASSESS THE CHILD IN A FAMILIAR SETTING AND WITHIN FAMILIAR ACTIVITIES.

FAMILY PARTICIPATION IN THE ASSESSMENT PROCESS PROMOTES CHLD WELLBEING BECAUSE WHEN FAMILY MEMBERS ARE ACTIVE PARTICIPANTS IN ASSESSMENT, PRACTITIONERS CAN BETTER IDENTIFY A CHILD'S STRENGTHS AND NEEDS AND MAKE INFORMED DECISIONS ABOUT GOALS FOR INTERVENTION.

PRACTITIONERS SHOULD HONOR THE INTEGRAL ROLE FAMILY MEMBERS PLAY IN ASSESSMENT BY LISTENING, ENCOURAGING THEM TO SHARE THEIR KNOWLEDGE, AND CLARIFYING THEIR CONCERNS, PRIORITIES, AND GOALS FOR THEIR CHILD.



PUTTING IT INTO PRACTICE



ENGAGING FAMILIES AS ASSESSMENT PARTNERS

- MAKE SURE THE FAMILY UNDERSTANDS THE PURPOSE OF THE ASSESSMENT
- INFORM THE FAMILY ABOUT ASSESSMENT DETAILS SUCH AS TOOLS OR INSTRUMENTS THAT WILL BE USED, WHO WILL BE DOING IT, AND HOW LONG IT WILL TAKE
- SHARE WAYS THE FAMILY CAN BE INVOLVED IN THE ASSESSMENT PROCESS (E.G., INTERACTING WITH THE CHILD, PROVIDING INFORMATION ABOUT THEIR CHILD DURING OR AFTER ASSESSMENT)

PUTTING IT INTO PRACTICE

ENGAGING FAMILIES AS ASSESSMENT PARTNERS

- SUMMARIZE FAMILY MEMBERS' COMMENTS TO ACKNOWLEDGE THEIR CONCERNS AND INPUT ABOUT THEIR CHILD'S BEHAVIOR, SKILLS, INTERESTS, AND DEVELOPMENT AND CHECK TO CONFIRM THAT YOUR UNDERSTANDING IS CORRECT
- ENCOURAGE THE FAMILY TO REFLECT ON THEIR CHILD'S PERFORMANCE DURING THE ASSESSMENT AND ASK QUESTIONS ABOUT ANY ASSESSMENT PROCEDURE
- ENGAGE THE FAMILY IN A DISCUSSION OF THEIR PRIORITIES AND/OR THE FOCUS FOR NEXT STEPS



RESOURCES

DEC RECOMMENDED
PRACTICES

BARTON LAB RESOURCES
FOR PRACTITIONERS

ECTA PRACTICE
IMPROVEMENT TOOLS