



Child and Family Assessment

Background Information

Identifying Information

Child's Name: _____ Gender: Female Male

Year Month Day

Date of Birth: _____

Child's Age: _____

Date Completed: _____

Assessment Administration Information

Assessment Setting:

Respondent's Name: _____ Relationship to Child: _____

Assessor's Name: _____ Title: _____

Comments about administrative conditions or additional information:

Assessment Purpose

Purpose of this assessment:



Child and Family Assessment

| Assessment Components | | | |
|----------------------------|-------------------|--------------------------|---------------------------------|
| | ACTIVITY SETTINGS | CHILD & FAMILY INTERESTS | CHILD & FAMILY STRENGTHS/ASSETS |
| Family Life | | | |
| Community Life | | | |
| Early Childhood Program(s) | | | |

Adapted from *Asset-Based Context Matrix*. Linda L. Wilson & Donald W. Mott. Family, Infant and Preschool Program, 2002.



Child and Family Assessment

| Assessment Components | | | | |
|--------------------------------------|-----------------------|-----------------------|---------------------------------------|----------------------------|
| Meaningful / Functional Interactions | Current Opportunities | Current Participation | (Possibilities) Desired Participation | |
| | | | | Family Life |
| | | | | Community Life |
| | | | | Early Childhood Program(s) |



Child and Family Assessment

Assessment Questions on Child and Family Interests, Assets, Goals

| Activity Settings |
|---|
| <ul style="list-style-type: none"> What are those things that have to be done, such as meals, dressing, bathing? What things do your child and family do every day or almost every day? What does your child and family do certain days, on weekends or times of the week/year? What are the special events in which your child and family participate? What are the special activities or events as part of your child and family's life? |
| Child/Family Interests |
| <ul style="list-style-type: none"> What are your child's favorite toys, people, and events? What things are interesting or enjoyable to your child and family? How does your child/family choose to spend time? |
| Child/Family Strengths (Assets) |
| <ul style="list-style-type: none"> What does your child and family work especially hard at doing? What are your child and family especially good at doing? What activities, tasks, or routines are "working" for you and your child? What are your child and family's strengths, skills, and accomplishments? |
| Meaningful / Functional Interactions |
| <ul style="list-style-type: none"> How does your child get what he or she wants? How does your child get to where he or she wants to go? What does your child do to get started in play? What does your child do to keep play or an interaction with you or others going? |
| Current Opportunities |
| <ul style="list-style-type: none"> What activities does your child get to do every day? How often does your child get to do his or her favorite things? Where are the places your child gets to do the things he or she likes and can do? Who does your child get to play or interact with on a regular basis? |
| Current Participation |
| <ul style="list-style-type: none"> How does your child participate in these opportunities and interactions (columns 1, 2)? What are the specific ways in which your child participates in interactions with objects and people? What does your child do during this activity by him(her)self? |
| (Possibilities) Desired Participation |
| <ul style="list-style-type: none"> What are the ways that your child's current opportunities and participation can be expanded? What interactions would you like your child to develop? What skills would you like your child to develop? |



Child and Family Assessment

Information/Directions

Instructions

First Connections' Child and Family Assessment is an informal assessment tool for practitioners to use with a child's primary caregiver(s) to identify contextually meaningful and functional learning opportunities and activities within the child's and family's typical day. Additionally, the tool is designed (in the final column) to determine potential learning opportunities or opportunities within these existing activities and settings to expand the child's level of active participation. The Child and Family Assessment tool is completed by an early interventionist interviewing the child's parent(s)/primary caregiver(s).

The tool focuses on three types of learning contexts (family activity settings, community activity settings and early childhood program activities) and five characteristics of child behavior (interests, assets, functionality, opportunity, and participation). Information is gathered through conversations with parents/primary care providers, and through interactions with and observations of the child participating in typical activities and interacting with familiar caregivers in natural environments and settings.

Definition of Terms

Activity Settings are the everyday experiences, opportunities, settings or events that involve a child's interactions with people or objects providing him or her a basis for learning about one's own abilities.

Interests are the child's likes or preferences and include favorite toys, objects, people, or events that encourage engagement and participation in different activity settings.

Assets are the child's abilities, strengths, skills, and capabilities used to participate in interactions with objects or people and which produce desired social and nonsocial consequences and effects as a result of participation.

Meaningful and Functional Activities are interactions between children and their social or nonsocial surroundings, where children use behavior purposefully to communicate, move, or interact with objects and people.

Opportunity refers to the frequency, quantity, and quality of experiences occurring in typical activities/activity settings promoting increased social and nonsocial child participation in everyday activity. Opportunity includes the number of chances and the quality of those chances that children have in everyday activity.

Participation refers to the ways in which a child takes part in everyday activity, promoting child behavior that is both socially and culturally acceptable. Child participation is increased in ways that provide opportunities to learn, practice, and perfect abilities that permit a child to "fit" into his or her social and cultural groups and settings.

Possibilities refer to new opportunities and ways of participating in everyday activity settings. Possibilities build on the child/family's interests and assets, current opportunities, and participation, resulting in new ways of interacting with objects and people, as well as increased frequency, intensity and variety of opportunities.