



# Tool for Assessment of Child Participation in Early Learning Setting

## Background Information

### Identifying Information

Child's Name: \_\_\_\_\_ Gender:  Female  Male

Year      Month      Day

Date Completed: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

age (y/m/d): \_\_\_\_\_

### Parent Consent

Parent's Name (typed) \_\_\_\_\_

Parent's Signature \_\_\_\_\_ Date: \_\_\_\_\_

### 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 as explained to person being interviewed:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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



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NOTE: Use *Alternate/Revised Questions for Performing First Connections Child & Family Assessment with Child-Care Provider* instead of questions for interviewing family members.

Assessment Components			
	ACTIVITY SETTINGS	CHILD INTERESTS	CHILD STRENGTHS/ASSETS
Every day routines/activities			
Special Activities (in classroom)			
Special Activities (outside of classroom)			



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Assessment Components				
Meaningful / Functional Interactions	Current Opportunities	Current Participation	(Possibilities) Desired Participation	
				Every day routines/activities
				Special Activities (in classroom)
				Special Activities (outside of classroom)



## *Alternate/Revised Questions for Performing First Connections Child & Family Assessment with Child-Care Provider*

NOTE: Parent consent to interview “other caregivers” such as child-care provider must be obtained prior to completing the assessment interview. Results are shared with the family and other members of the IFSP team to support development of functional child outcomes (goals) and objectives on the IFSP, particularly for children who will be seen in the early learning/daycare setting.

### **Interview Questions on Child Interests, Assets, Participation in Early Learning/Classroom Setting**

Activity Settings [column 1]
What are some things that have to be done when the ____ first arrives, before and during meals, before or after going outside, before or after naptime, or before ____ leaves each day?
What are some routines this ____ does every day or almost every day? (i.e. art time, music time, story time, nap time, group time, outside play, etc.)
What do the children do on certain days, or times of the year? (Think about differences in daily activity schedules, winter activities vs summer activities, or rainy vs warm, sunny days)
What are the special events NOT within the classroom setting in which ____ participates? (parent’s night programs, holiday family parties, field trips, etc.).
What are some special activities that might be part of ____’s school day?
Child Interests [column 2]
What are some of ____’s favorite toys, people, or events?
What are some things, activities, centers, areas, or rooms that are the most interesting or enjoyable to ____?
How does ____ choose to spend his/her time while in your care?
Child Strengths [column 3]
What activities or routines does ____ work especially hard at doing and takes pride in completing?
What are some things ____ is good at doing?
What activities, tasks, routines, are ‘working’ for ____ in your classroom?
What are ____’s strengths, skills, and accomplishments?
Meaningful/Functional Interactions [column 4]
How does ____ get what he/she wants from a teacher? From a peer?
How does ____ get to go where he/she wants to go?
What does ____ do to get started in play?
What does ____ do to keep play or an interaction with you or with peers going?
Current Opportunities [column 5]
What activities does ____ PREFER to do every day?
How often does ____ get to do his/her favorite things?
What are the areas or centers where ____ gets to do the things he/she likes - and can do well?
Who does ____ get to play or interact with on a regular basis?
Current Participation [column 6]
How does ____ participate in daily opportunities and interactions? [columns 1 and 2]
What are specific ways in which ____ participates in interactions with objects and people?
What does ____ do during these activities by his/herself?
(Possible) Desired Participation [column 7]
What are the ways ____’s current opportunities and participation can be expanded?
What interactions would you like ____ to develop?
What skills that would you like to see ____ develop?

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



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### Information/Directions

#### Overview/Instructions:

First Connections' Child and Family Assessment and this accompanying version for Child Care Providers are informal assessment tools for practitioners to use with primary caregiver(s) to identify contextually meaningful and functional learning opportunities and activities within the child's typical day. The tool is designed (in the final column) to determine potential learning opportunities or opportunities within existing activities to expand the child's level of active participation. The *FC Child and Family Assessment* tool is completed by an early interventionist interviewing the child's parent(s) or other family members. The *FC Tool for Assessment of Child Participation in Early Learning Setting* is a slightly modified version of the Family Assessment used to interview other caregivers familiar with the child's interests, assets, preferences, and level of functional participation in an early learning/classroom setting. This assessment (in addition to a family assessment) is useful for IFSP teams to develop meaningful, functional child outcomes (goals and objectives) on the IFSP to support the child's active participation both at home and in the community. This version of the FC Child & Family Assessment is provided for children enrolled in an early learning or daycare program who will be seen in their early learning setting to gather similar information from child care provider(s). Parent consent is obtained (on p. 1 of the assessment tool's background information) prior to conducting the interview.

The tool focuses on three types of learning contexts (everyday routines/activities, special events/activities in the classroom, and special events/activities outside of the classroom) in which the child participates and five characteristics of child behavior (interests, assets, functionality, opportunity, and participation). Information is gathered through conversations with primary care providers other than the family and through interactions with and observations of the child participating in typical activities and interacting with in the natural environment of his/her classroom setting.

#### Definition of Terms:

**Activity Settings** are the everyday experiences, opportunities, 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 purposeful behavior 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.