Assessing Child and Family Needs

Slide Notes
Objectives

• 1) The Service Coordinator will identify who might have relevant information regarding child and family needs and develop a plan for getting information from all relevant sources.

• 2) The Service Coordinator will identify the following types of needs: developmental, educational, medical, and social.
Objectives

• 3) The Service Coordinator will generate a list of at least 3 questions or statements to address to the family to identify any unstated needs.

• 4) The Service Coordinator will correctly document 2 examples of needs assessment.
IDEA—Assessment of Child’s Needs

Section 1436 (a)(1) requires “a multidisciplinary assessment of the unique strengths and needs of the infant or toddler and the identification of services appropriate to meet such needs.”
Assessing Child Needs

Don’t rely on evaluation items alone.

Find out what skills families would like their child to acquire.

Find out what times of day or what activities are most problematic for the child and family.
Other contacts

• Contacts outside the family and ECI team may have valuable insights into child needs, but you must have parental consent to speak with them.

• Some examples:
  – Child care or Early Head Start teachers
  – Physicians
  – Extended family members
  – CPS workers

Complete Activity 1
Assessing Child Needs

The needs assessment should be based on family priorities; however, all team members should mention needs they see even if they have not been identified by the parent.
Types of child needs

• Developmental (Example: Learning to pull to stand)

• Educational (Example: Placement in an Early Head Start program)

• Medical (Example: Finding a dentist)

• Social (Example: Referral to WIC)
Section 1436(a)(2) requires “a family-directed assessment of the resources, priorities, and concerns of the family and the identification of the supports and services necessary to enhance the family's capacity to meet the developmental needs of the infant or toddler.”
Maslow’s Hierarchy

- Physiological Needs
- Safety Needs
- Social Needs
- Esteem Needs
- Self-Actualization
3 Types of Supports

• Material

• Emotional

• Informational
Start at the Beginning

A consent is required for a comprehensive needs assessment.

However, the assessment can include information gathered earlier in the ECI process:

- The referral
- The initial phone call
- Previous contacts with the family
Listen!

Listening is the most important skill in completing a needs assessment.

Listening actively:
  - Lets a family know you really want to learn about them.
  - Allows you to identify needs a family may not explicitly share with you.
  - Don’t make assumptions.

Complete Activity 2
ASK

To learn more about a family’s needs, you might ask:

What concerns you the most about your child?

What are your fears for your child and family?

What are your hopes and dreams for your child?

Complete Activity 3
Ongoing needs assessment

• Needs assessment occurs throughout the ECI process.
• Anytime a child progresses or regresses, there is likely to be a new developmental need.
• As children grow and approach transition, new needs should be identified.
• As a family situation changes, new needs will appear.
Documenting needs

• Needs may be documented in either the CMCP or a progress note.
• Documentation must include:
  – Child’s name
  – Date of contact
  – Type of contact (face-to-face or phone)
  – Description of needs
  – Plans and timelines for meeting the identified needs

Complete Activity 4