



## Social-Emotional Needs of the Family During Assessment

Your assessment team should **always** consider the social-emotional needs of both you and your child. This is an opportunity to describe your child's social emotional development and emotional needs to the assessment team. Consider information about your child's [positive social-emotional skills](https://ectacenter.org/~pdfs/eco/three-child-outcomes-breadth.pdf) (https://ectacenter.org/~pdfs/eco/three-child-outcomes-breadth.pdf) (including social relationships).



### Things to Consider:

**The different relationships in your child's life including how your child initiates and engages in these relationships (ex. caretakers, relatives, siblings, peers, family pets, strangers).**

- Does your child act differently in different places or with different people?
- What words does your child use to greet others or tell you how they are feeling?
- How do they respond to their own/others' names?

**Times of the day and routines and activities important to your family. Consider different routines (transitioning from play to bedtime, car rides), activities (playtime with family, favorite toys/games/songs), and places (home, grocery store, family outings).**

- What makes your child happy, mad, frustrated, relaxed, overwhelmed, and calm?
- What makes your child smile or laugh?
- How do they express their emotions or respond to other's emotions?
- How do they calm down when upset?

**Consider your family's history.**

- Do any family members have a history of attention issues, depression, anxiety, etc.?
- How were you raised by your parents?
- What does your culture value most?

**Stress factors that could have caused any changes or disruptions in your child's life. Think about any family stress you may be experiencing that may impact your family priorities.**

- Did your child start a new child care?
- Did your family move recently?
- Is your family experiencing financial difficulties?



## What does this look like?

### **Schedule the assessment during a time that best fits your family's needs.**

- Would you like the team to come during a time that is stressful and they can observe your child in-action during that routine?
- Do you want the initial assessment to occur during a time that is least stressful for you?

### **Invite any other individuals who are a part of your child's life to the assessment. If the child is in child care, ask the teacher if they will write a note to describe your child while they are in their care. Be sure the teacher includes your child's strengths and their areas of concern.**

### **Keep a journal of your child's strengths and your concerns one week prior to the assessment. Take note of when your child is happy, upset or having meltdowns.**

- What are your child's strengths?
- What are your expectations of your child?
- What are your concerns?

### **Describe:**

- the relationships in your child's life.
- their emotions throughout the day including any behaviors or situations where your child is easily upset.
  - Try to notice what happened prior to the meltdown.
  - The ways you've responded to your child and their reactions.
- important family history including your expectations for your child, concerns, and cultural values.
- situations that trigger stress for you, other caretakers, and your child.



## Additional Resources

### **[Breadth of the Three Child Outcomes](https://ectacenter.org/~pdfs/eco/three-child-outcomes-breadth.pdf)**

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### **[Seeing My Child's Strengths](https://ectacenter.org/~pdfs/decrp/PGF_ASM5_seeingstrengths_2018.pdf)**

[https://ectacenter.org/~pdfs/decrp/PGF\\_ASM5\\_seeingstrengths\\_2018.pdf](https://ectacenter.org/~pdfs/decrp/PGF_ASM5_seeingstrengths_2018.pdf)

### **[Family Member Roles in Informed Clinical Reasoning](https://ectacenter.org/~pdfs/decrp/PGF_ASM1_informedclinical_2018.pdf)**

[https://ectacenter.org/~pdfs/decrp/PGF\\_ASM1\\_informedclinical\\_2018.pdf](https://ectacenter.org/~pdfs/decrp/PGF_ASM1_informedclinical_2018.pdf)

This guide is based on [DEC Recommended Practices](http://dec-sped.org/recommendedpractices): (<http://dec-sped.org/recommendedpractices>) and [IECMH Competencies](https://www.vaimh.org/competency-guidelines) (<https://www.vaimh.org/competency-guidelines>).

