



## Planning for Individualized Family-Guided Routines Based Assessment Team Reflection Questions

1. How can we ensure the focus of the evaluation-assessment is on gathering and giving information prioritized by the family?
2. What strategies may be useful to facilitate family comfort and involvement during the assessment process? Are there any specific adult learning considerations that would enhance family participation?
3. What can we do to ensure the family's culture, constellation, values and beliefs are respected within the assessment process? Is there a need for an interpreter or cultural mediator?
4. What roles have the family members identified for themselves in the assessment process (informant, observer/validator, assistant, guide)? How and when can we ensure opportunities for involvement? Have we adequately prepared the family for success? Have we identified a primary provider or team facilitator?
5. Where does the family define their community? What are the typical places, activities, and events, and affiliations of the family? Are these included, as appropriate, in the assessment?
6. Who does the family include in their informal supports? Have we ensured their involvement as requested by the family?
7. What resources and formal supports have the family shared? Who are their preferred providers? What agencies or services should be involved or informed ?
8. How do we support each other's expertise on the team?

## Therapists as Collaborative Team members for Infant/Toddler Community Services

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Quick Checks:	Yes	No
1. Have family members discussed and identified their priorities and areas of concern for the child's assessment?	<input type="checkbox"/>	<input type="checkbox"/>
2. Has the family had an opportunity to complete the any informal checklist or questionnaires that provide them with ?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the time and location meet the needs of the child and family?	<input type="checkbox"/>	<input type="checkbox"/>
4. Will it allow participation in preferred activities and routines for the child and family?	<input type="checkbox"/>	<input type="checkbox"/>
5. Have the family members identified who will participate and how in the assessment process with their child?	<input type="checkbox"/>	<input type="checkbox"/>
6. Have preferred activities materials, and people been integrated into the assessment for the child?	<input type="checkbox"/>	<input type="checkbox"/>
7. Have the family members discussed or reviewed the proposed assessment tools with the team?	<input type="checkbox"/>	<input type="checkbox"/>
8. Have community providers and resources had opportunities for input?	<input type="checkbox"/>	<input type="checkbox"/>
9. Have previous screening results or records been received (if available) and reviewed by the team?	<input type="checkbox"/>	<input type="checkbox"/>
10. Has the family had the opportunity to gain information about the assessment process by talking with a veteran parent, watching an assessment video, or reviewing the sequence with a team member?	<input type="checkbox"/>	<input type="checkbox"/>
11. Have the roles and responsibilities for team members been identified and communicated clearly?	<input type="checkbox"/>	<input type="checkbox"/>
12. Has a plan for communicating with the family during the process been established?	<input type="checkbox"/>	<input type="checkbox"/>

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