

Considerations for Child/Family Assessment

During the Child/Family assessment process, consider the following:

Before the Assessment

- Learn about the child and family's culture and background as well as the child's learning style.
- Inquire about the child/youth and/or family's cultural identity (race, ethnicity, sexual orientation, religion/spirituality, disability status, and other self-defining characteristics).
- Talk directly to the family (with an interpreter if necessary).
- Consult with others who are familiar with the child and family.
- Examine cultural elements of the child-provider relationship.

During the Assessment

- Explain the purpose of and procedures for the assessment to the child and family members and others who will participate in the process.
- Provide the child with meaningful and appropriate learning experiences.
- Use age-appropriate and culturally relevant materials and activities.
- Be aware of differences in communication styles that may influence the child's responsiveness to the examiner's prompts and teaching strategies.
- Consider having a family member or interpreter assist in the teaching if the child does not respond well to the examiner.
- Use simple words and sentences.

After the Assessment

- Avoid making assumptions.
- Explore the possible cultural explanations of problems.
- Consider cultural factors related to psychosocial environment and level of functioning.
- Ask caregivers for their opinions on the representativeness of the assessment results.