Contributing Factors Assessment

The purpose of this assessment is to help Managers determine which environmental, child specific and staff specific factors impact individual children's and youth's challenges and successes in the program.

Directions

Complete the assessment for one specific child/youth. Check the box if the element is a concern (i.e. not observed or needs improvement).

Child's/Youth's Name: _____Classroom/Group:_____

Staff's Name: _____ Assessor's Name:_____

Environment

The following are areas for improvement: (Check the box if improvement is needed)

☐ Consistent routines and rituals (Do children/youth know what to expect? Is it the same every day?)

☐ Group schedule and/or daily activities posted at child/youth level

☐ Structured transitions (e.g. adults are organized and children/youth are involved in the transition; youth are welcomed into the program)

☐ Clear and consistent expectations (e.g. each staff member has the same expectations)

☐ Consistent staffing (e.g. staff are not moved to different classrooms or group areas routinely)

☐ Noise level controlled (e.g. staff, children/youth practice using quiet voices inside)

☐ Visuals and displays balanced (e.g. there is some blank space on the walls and ceiling, use of neutral colors, tops of shelves and other surfaces are clear)

☐ Space is clearly defined (e.g. centers labeled, materials accessible, program area use clearly defined)

Activities and Materials

☐ Variety of activities/materials to meet developmental needs of all children/youth (e.g. When a child is preparing to transition to the next age group, mixed age groups, individual needs)

☐ Adequate number of high interest activities and materials (e.g. 3 dump trucks instead of 1; enough basketballs available for two games to be played at the same time)

☐ Visuals to clarify expectations and routine (e.g. pictures or objects)

☐ Opportunity for children/youth to get sensory needs met (e.g. alone space, movement stations)

Environment
Comments: What specifically is contributing to the challenge (e.g. meltdowns during transitions; runs to cubby with hands over ears during group; unable to plan time and floats in/out of program areas without engaging in activities or with peers)?

Child/Youth

The following are areas that may require additional support: (Check the box if support is needed)

☐ Child/youth manages emotions within developmental expectations

☐ Child/youth follows program routines

☐ Child/youth engages in individual activities within developmental expectations

☐ Child/youth engages in positive peer interactions within developmental expectations

☐ Child/youth engages in group activities within developmental expectations

☐ Child/youth is able to functionally communicate wants and needs (e.g. if not using words, uses gestures or signs or augmentative communication device)

☐ Child/youth is able to self-regulate and manage impulses within developmental expectations

Staff's knowledge about the child/youth: (Check the box if additional information is needed)

☐ Strengths, interests, favorite activities and materials (e.g. numbers, drawing, building, likes to be a helper, technology, community service)

☐ What child/youth needs help with (e.g. transitions, joining activities, peer interactions)

☐ How the child/youth communicates (e.g. needs face-to-face instructions, uses pictures and gestures, extra time to respond)

☐ Signs and signals of anxiety/stress/frustration (e.g. withdraws from group, fidgets, clenches fists)

☐ Specific techniques to support the child/youth (e.g. preparing for next activity, offering quiet space, intentional pairing with peers)

Child
Comments: What specifically is contributing to the challenge (e.g. Child vocalizes but does not form words; gets frustrated when peers don't understand; Staff do not know how to use the youth's communication system. Staff do not recognize the child/youth's signs and signals of frustration)?

Staff skills for support

The following are areas for improvement: (Check the box if training is needed)

☐ Use multiple ways to help children/youth understand expectations (e.g. words, pictures, stories, role play)

☐ Incorporate multiple ways to communicate (gestures, expressions, sign language, pictures)

☐ Conduct objective observations of the child/youth to look at possible influences on behavior (e.g. observe during different times of the day to get a sense for what is happening from the child's/youth's perspective, **the staff member or trainer observing is not in ratio during observations**)

☐ Plan activities to teach skills and help child/youth cope with demands (e.g. how to wait, making alternative choices if first choice is not available)

☐ Build individual interests into activities (e.g. read a story about the child's favorite animal; allow a youth to lead an activity; ask youth to illustrate story written by peers or in a group activity)

☐ Enhance and/or simplify materials to improve child's/youth's participation (e.g. use foam to make writing utensils bigger and easier to grasp)

☐ Make modifications to physical space (e.g. lower materials for a child who scoots in the toddler room; create large enough pathways between furniture for a youth who uses a wheelchair)

☐ Plan individual support for transitions (e.g. approaching a child/youth individually to let her know there are 5 minutes left in an activity or that the building will be closing)

Staff
Comments: What specifically is contributing to the challenge (e.g. The child/youth needs transition cues in order to manage the transition)?

Summary of Needs

Review the Contributing Factors Assessment and summarize the identified needs that will improve support for the child/youth in your program.

Program Needs (Consider environment & staff skills)

Child/youth Specific Considerations	Child's/youth's Initials:

Create one goal specific to program needs and one specific to the child's/youth's needs that will contribute to the child/youth becoming more successful in your program: