

# Implementing Fair And Family-Centred Assessment Practices:

## Ask Parents First!

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# Introduction

as·sess·ment<sup>1</sup>

*noun* \ə-ˈsɛs-mənt, ə-\

## Definition of ASSESSMENT

1: the action or an instance of [assessing](#) : [appraisal](#)

2: the amount [assessed](#)

<sup>1</sup> The Merriam-Webster Dictionary  
<http://www.merriam-webster.com/dictionary/assessment>



## PARENTS EXPERIENCES FROM THE FIELD

What are family-centred practices on assessment?  
Family centred vs medical model of services

### Family Centred Practices

Professionals and families work together and find out "What works" for them

## Guiding Force

Family Centred Care (FCC) is the philosophy of care guiding practice in a wide range of programs and services in BC

These programs cross educational, social and medical spheres, each with their own unique and overlapping FCC definitions and practices specific to their field.

## Definitions

- Carl Dunst defines FCC as a particular approach to intervention that aims to support and strengthen parents' abilities to nurture and enhance child well being and development.
- Beach Center: FCC service delivery across disciplines and settings recognizes the centrality of the family in the lives of individuals. It is guided by fully informed choices made by the family and focuses on the strengths and capacities of the family.

## Outcomes

When FCC is practiced in community settings, outcomes include measurable improvements in:

Parent and family well being  
Family functioning  
Child behaviour and development  
Parenting competence and confidence

FCC practiced in the health care field saves lives, money and time.

## Family Centred Practice Challenges in Assessment

Parent and Professional  
Differences in Perspectives on the  
Child and Understanding of  
Assessment Process

## You Don't Know What You Don't Know

- What I have learned as a parent myself in having my children assessed, and the long range implications of assessments from the parent perspective.
- How professional and parental perspectives, understandings and needs are different and how challenging it is to communicate across these real and perceived barriers.

## Objectives

- Discussion of parent's experiences of assessment.  
✓ *Stories from clinical practice and participatory research.*
- Implication for practice: parental follow through or lost in the maze?
- Exploring our own practice

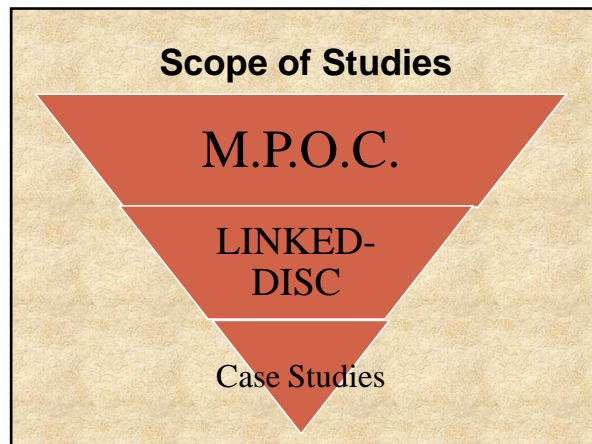
## Talking to Parents: Findings from Studies

Set 1:  
"Case Studies" Urban:  
looking at transitions  
from EI to school. Rural:  
focusing on perceptions  
of raising a child with a  
delay or disability.

Set 2:  
"MPOC"<sup>1</sup> - a survey  
asking parents about  
their experiences with  
early intervention and  
their sense of well-being

Set 3:  
"Linked Disc" – Focus  
Groups discussing with  
parents about their  
access to information  
about their children

1  
Rosenbaum, 1998



## What Did We Ask in the Survey and Focus Groups?

**MPOC**

**LINKED-DISC**

Rosenbaum, 1998

## Needs & Satisfaction from Services

**Services for the Family**

**Services for the Child**

**Information Needs**

## The Measure of Processes of Care (MPOC)

The MPOC measure parents' perceptions of the extent to which the health services they and their child(ren) receive are family-centred.

MPOC contains 20 items which have five scales:

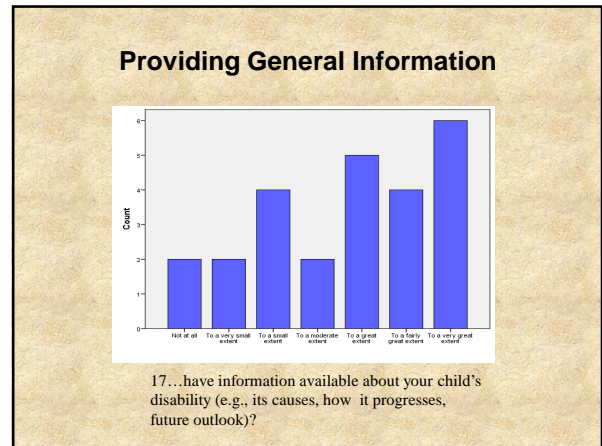
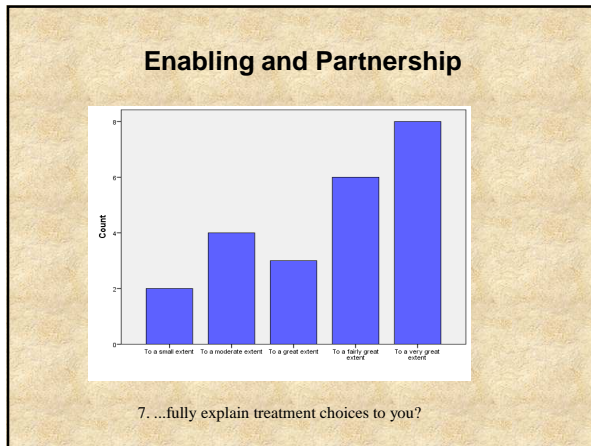
- Enabling and Partnership
- Providing General Information
- Providing Specific Information about the Child
- Coordinated and Comprehensive Care for the Child and Family
- Respectful and Supportive Care

Response scale is 1 to 7 (not at all – to a very great extent)

MPOC Scales	Mean	Std. Deviation	Range
Coordinated & Comprehensive Care for Child and Family	5.8194	1.09447	3.67 – 7.00
Respectful & Supportive Care	6.0222	1.01122	3.86 – 7.00
Enabling Partnership	5.6067	1.10960	3.50 – 7.00
Providing General Information	4.8200	1.64215	1.60 – 7.00
Providing Specific Information about Child	5.5062	1.43333	2.00 – 7.00

## Providing Specific Information About the Child

2. ..provide you with written information about what your child is doing developmentally?



- ### context
- What are parents reporting through the linked disc study focus group
  - What are parents reporting from the interviews for the multiple case studies

### LINKED DISC

I don't care about the testing, I want hands on, and then when we get to the point, then we have something to work with him – then let's test him and find out

why are you testing him where he can't be, can't do, why don't you start working with him where is at, work with him with things he can do... and work your way up, and we will get there eventually...that was my frustration, and the little time I get here and there...they are spending time testing him instead of working with him finding where his level should be

...if you want to get any information we need to call and make an appointment and still we don't have a copy to take with us...


I find that most times I get information verbally from doctors and I almost always I forget to ask about something, I say, what did they say again

We get our information mostly in written format; they'll give us a report. Our OT emails us after our visits, so that we get a summary of what we've done and what we're working on and I appreciate that because it is a good refresher too of "ok what are we doing this week


Through IDP and CFA information is given to you at the time of your visit. So you know remember to do these exercises, remember to try this. That is one of the best ways to get information because you can actually apply and do something with.

### What Did We Ask During the Interviews?

**Urban families and Transitions from IDP to Preschool and School**



**Rural families and Experiences in Raising their Child(ren)**



### Multiple Case Study – IDP Families’ Transitions

**Structured:** Family Needs Assessment, Consultants’ and Physiotherapists’ copy of home visitation records, ASQ’s, Gessell, medical tests, specialized professional tests (e.g. when ruling out autism); and **follow-up** activities. **Less/Unstructured:** telephone record – follow-up; parents spontaneous call

*File reviews*

*Family’s preference: Assessments that are Process vs. Outcome oriented*

*Interviews and Focus Groups*

*“I wish I had someone to call” . . . “I don’t know where to go, where to start. . . Before that I am waving the flag, but I don’t know to who. . . The doctors may know that. . . but. . . Where to start? . . . The consultant has worked with him for 2 years, so you know, she is more like an expert (than the specialist at the hospital)”*

### Multiple Case Study - IDP Families Experiences Raising their Child

*“On the last assessment, she was at a 7 month old for like on the problem solving and uh nothing much was said about that or what we are going to do about that.”*

–

*“ You know, I am kind of getting exhausted trying to buy the right toys, trying to help her and teach her. . . Because I am not the expert in that. . . you feel like you are wasting your time, I am not the expert in child development”*

### Family Centered Practice in Practice



### Take home points

- **Family Centered practice makes a difference in assessment.**
- **There is research to support this.**
- **Research has been done in BC**
- **It is our hope now that all of us working with families and children will work towards continually improving our practices in this area.**

### The End





Questions, ideas, comments...