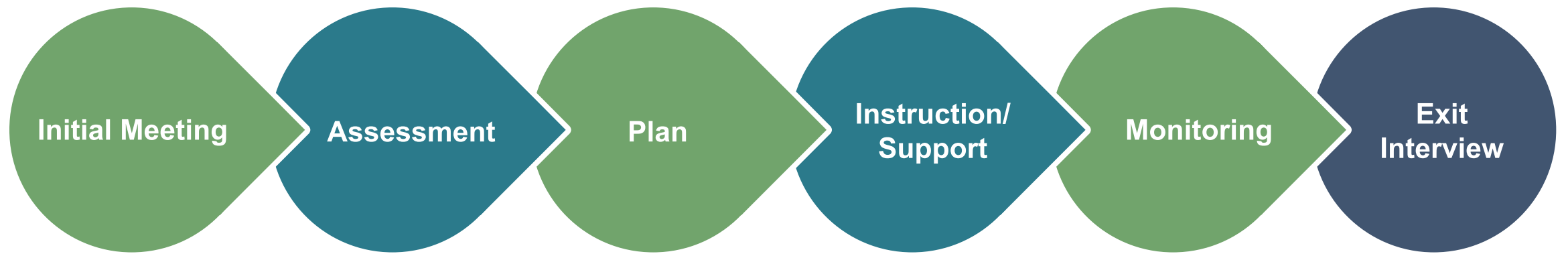


## The Capable Child process.



### **Discovering competencies**

We begin with a discussion about why you're seeking support for your child. We'll focus on the child's strengths—as well as challenges—so the whole child is considered. We'll ask how the concern you've come to see us about influences the child's daily experiences and how it may be impacting the child's sense of self. Based on your input, we'll create an assessment or intervention plan for our work together

### **Learning about the individual**

Information gained from the initial meeting shapes our need for evaluation. In some instances, the child's school will be able to provide existing information about the student in the form of report cards and test scores. Sometimes, a full evaluation in the areas of cognitive functioning, academic achievement, and social emotional development is recommended. Data obtained from these tests provides information about your child's level of functioning across many areas of development. Input gathered from multiple sources provides the most complete description of the child's development and assists with identifying the skills and supports your child will need to move forward.

### **Steps to grow forward**

We'll meet with the family to review the results in detail. Information will be presented in jargon-free language so the family fully understands the child's level of functioning across developmental areas assessed. We'll then work together to develop a next steps plan.

### **Taking action**

Depending upon the needs of the child, instruction and support may be delivered in the child's grade level classroom through differentiated activities, or may involve individual, or small group work with The Capable Child, a caregiver, or another private practitioner. Instruction and support may look different in the classroom than it would at home, or in 1:1 instruction; however, our efforts will be coordinated across these settings.

### **Measuring progress**

As part of our evidence-based practice, the child's development will be monitored to assess progress. When necessary, instruction/support will be adjusted in response to your child's individual needs. Parents will receive regular reports about their child's progress.

### **Celebrating growth and reviewing strategies**

The good news of our work together is that if we do our work well, your child won't require our ongoing support. With early intervention, our work is typically limited and brief. Children develop the skills they may have missed, or hadn't had enough opportunities to practice as they moved through early childhood. The exit interview provides a time for the family to review the child's progress, celebrate growth, and discuss strategies for monitoring ongoing development.