

SUPPORTED CHILD DEVELOPMENT PROGRAM

# Support Guide

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## *User Handbook*



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## **Fourth Revision - Support Guide Package-Supported Child Development (SCD)**

### **History**

The Support Guide was first created in 1995 for Supported Child Care (SCC) and has since been revised twice (2000 and 2004) to reflect changes to agency accountability for SCC and later SCD funding and changes to SCC/SCD practice. Both revisions were in response to requests from the field for a tool that met their needs.

This revision project began in June 2007 initiated by recommendations outlined in the Rivers Review (February 2007) as well as requests from service providers. Feedback from the field identified the challenges with this document's compatibility to children with high support needs, the repetitiveness of the questions and developmental needs of the vast age ranges of the children that SCD/ASCD programs serve.

The latest revision project began in June 2007 with a Working group of approximately 16 SCD/ASCD Consultants and Coordinators representing rural, remote and urban communities from each of MCFD's regions. The project was funded through OTO funds to address the recommendations in the Rivers Review for administrative support.

### **What has changed in the Support Guide Revision 2008?**

This Revised Support Guide Package comes with a Support Guide User Handbook, five Child Development Profile options (age ranges birth-3, 3-6, 6-9, 10-12 and Youth 13-19), Reference Materials and Review Summary Forms. This is a shift from the current Support Guide, which is a "one size fits all" perspective to be used with all children and has only one form for use with all children regardless of age or severity of developmental delay.

The updated *User Handbook* provides opportunities for Consultants to identify and plan for their own training needs throughout the document. It walks Consultants through completing the Support Guide, recommendations for training, the link to Individual Planning and considerations for Aboriginal SCD and children with high support needs. Forms from the previous Support Guide are now optional forms with the addition of CBI's Personal Profile, a resource that many SCD/ASCD Consultants are familiar with through their training in Partnerships in Challenging Behaviour.

Each of the *Child Development Profiles* provides ideas about questions to ask families in order to guide the conversation and information-gathering following guidelines for major milestones in the child's development. This enables Consultants to customize information-gathering to the child's developmental needs and give agencies the flexibility to substitute agency specific child development forms.

New to the User Handbook are the *Reference Materials*, which incorporate developmental 'prompts' from assessment tools familiar to SCD Consultants. The Assessment Evaluation and Programming System (AEPS) is the basis of the Child Development Profiles Birth-3 and 3-6. The Battelle Developmental Inventory II was incorporated to guide Consultants in completing the Child Development Profile 6-9 with families.

The *Support Profile* is part of the Child Development Profile that allows SCD/ASCD Consultants to determine what kinds of supports that the child requires within the routine of the child care program. It also identifies the resources, skills, strategies and approaches in the child care program that will support the child's participation and development. It has changed slightly in this last revision but still remains an important piece that reflects the input of child care providers and has been a key part of the Support Guide since its inception.

*Review Summary Forms* are also included in the package to update changes that have occurred in the child's development over time and highlight additional priorities that families have identified as the child reaches new milestones. These review forms assist SCD staff in making recommendations for increasing/decreasing levels of support and, like all other forms in the package they are designed to support agency accreditation requirements.

### **Summary**

The Support Guide is a tool that SCD/ASCD programs may use in order to gather information needed to support the inclusion of children who require extra support in child care programs in their communities. It supports agencies in determining eligibility and the range of support needed for individual children, both of these tasks are SCD/ASCD agency responsibilities. It also offers provincial consistency - use of this tool will support families when they move from one community to another so they will not have to repeat their story, which was also identified as an important recommendation from the Rivers Review.

Agencies have a choice in using the fourth Revised Support Guide or adapting it to fit with their internal documentation practices and accreditation standards. The third revision of the Support Guide will remain as a resource on our website at [www.scdp.bc.ca](http://www.scdp.bc.ca) as another option for agencies to collect this information.

I would like to acknowledge the Working Group who volunteered their time and provided valuable insight into the development of the fourth revision of the Support Guide. Their contributions to this project enabled us to create a document that will grow with the children and families we support.

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Warm regards,

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**Every Child Belongs**

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## Purpose of the Support Guide

**T**he Support Guide is the tool used by Supported Child Development (SCD) and Aboriginal Supported Child Development (ASCD) Programs to gather and document information needed to support the inclusion of children who require extra support in child care programs chosen by their families.

Coordinated by a SCD/ASCD Consultant, the Support Guide process allows the family and child care program to develop a profile of the child's development and determine the SCD services needed by the child care program and family based on this profile. Upon completing the Support Guide, the SCD/ASCD Consultant will be able to determine:

1. Whether or not a child care setting will require SCD/ASCD services to include a child and/or children with support needs (i.e. meet part 2 of the SCD/ASCD **eligibility** criteria).
2. The **types of SCD/ASCD services needed** in order to effectively include a child/children with support needs. If SCD/ASCD services needed include extra staffing support, the Support Guide will help to determine the goals, frequency and duration of the service.

The Support Guide is not an individual plan. It does, however, provide information about the family's priorities and the child's development that can be used in the process of developing an individual plan. This is explained in more detail in E) How to Use the Support Guide as Part of an Individual Planning Process.



*Before using the Support Guide independently, it is recommended that the SCD/ASCD Consultant follow the suggested process in the Recommendations for Training section.*

Section  
**2**

### An Introduction to the Support Guide

**T**he SCD/ASCD Consultant is to complete the Support Guide through talking to the family and the child care program. The emphasis of the Support Guide should be on the process – the conversation, discussion and agreements reached between the family, child care program and SCD/ASCD Consultant. The ‘form’ is a tool to assist the SCD/ASCD Consultant with this process. The form is not something to be left for families or child care program to complete alone.

Each set of Support Guide forms (organized by age range) is a reference for the SCD/ASCD Consultant, providing ideas about the questions to ask in order to gather the information needed for each section. This supports the SCD/ASCD Consultant in his/her role as facilitator – it provides a tool to assist the Consultant in guiding the conversation and information gathering. It is important to remember that each guidelines document is a guideline...it is not to be used as a standardized assessment.

Before completing a Support Guide process, the SCD/ASCD Consultant is encouraged to identify and plan for his/her training needs:



*What questions do I have about doing a Support Guide process? What do I need to know more about? What do I need to know how to do?*

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### Support Guide Materials

The Support Guide includes core forms (those that are required) and optional forms.

**Core forms:**

1. Child Development Profile:  
Information gathered for this section will provide a profile of the child’s development for each area of development and functioning (i.e. strengths, needs, mastered skills, emerging skills). Each section in the Profile is consistent with those required by accreditation. Given this,

SCD/ASCD Programs who use another form to gather information required for accreditation, may substitute their form for the Child Development Profile as long as their form gathers information in the same domains / areas of functioning as included here.

To support the SCD/ASCD Consultant in gathering information on the child's development and functioning, the Child Development Profile has been split into guidelines for five age ranges including birth to 3 years, 3 to 6 years, 6 to 9 years, 10 to 12 years and Youth 13 to 19 years. A Reference Guide, covering the birth to 9 age range is included as an information tool for the progression of developmental skills that occur for children in this time period. The reference materials can also be used as a resource when a child's development crosses the birth to 3 and 3 to 6 age ranges. Developmental information for children under 6 is based on the Assessment, Evaluation and Programming System for Young Children (AEPS)<sup>1</sup>. Developmental information for the 6 to 9 age range is based on the Battelle Developmental Inventory (Revised) (BDI-2)<sup>2</sup>. The profiles for children age 10 to 12 and youth 13 to 19 are functionally oriented, reflecting the shift in the support and developmental focus for these populations.

The Child Development Profile is not a standardized assessment. It provides guidelines for major milestones in a child's development and is intended to be completed through discussion and observation with the family and child care program.

For more detailed information on use of the Child Development Profiles, please go to Section 4.

## 2. Support Profile:

SCD/ASCD services needed to support a child's inclusion are influenced by his/her developmental profile and the specifics of the child care program he/she attends. The Support Profile enables the SCD/ASCD Consultant, in conjunction with the family and child care provider(s) to:

- translate the child's development into what he/she will do/does in each routine/activities in a child care program;
- identify existing resources, skills, strategies and approaches in the child care program that will support the child's participation and development during each routine;
- based on the existing resources in the child care program, identify the SCD/ASCD resources needed;
- identify how/when everyone will know that the support needs have changed by identifying review criteria.

When the Support Profile is complete the team reviews it, identifies what is needed from SCD/ASCD and completes the recommendations section of the form. SCD/ASCD services to be provided may include some or all of the following – strategies, information, and training for staff of child care program, toys, equipment, and/or extra staffing support, either short-term or long-term.

For more detailed information on completing the Support Profile, please go to Section 4.

1. *Assessment, Evaluation, and Programming System for Infants and Children (AEPS)*<sup>TM</sup> is a comprehensive linked assessment, intervention, and evaluation system for children from birth to six years who have disabilities or are at risk for developmental delays. Brookes Publishing

2. *Battelle Developmental Inventory, Second Edition (BDI-2)* is a screening and assessment tool for children birth to 8 years of age measuring five domains: Personal-Social, Adaptive, Motor, Communication, and Cognitive. Riverside Publishing



*What questions do I have about using the required Support Guide forms? What else do I need to know?*

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**Optional forms:**

The first three optional forms were in the previous version of the Support Guide. SCD/ASCD Programs may wish to continue to use them as part of their program. The fourth optional form, Initial Plan, is a new addition that SCD/ASCD Programs may wish to use to develop an initial individual plan with the family and child care program.

1. Cover Sheet:

Summary of key information about the child and family, including other services involved.

2. Recommendation and Priorities Form:

Form used to document conclusions as to whether or not SCD/ASCD services are required, and to summarize and confirm the goals for this support and the types of SCD/ASCD services needed to address them.

3. Extra Staffing Support Request Form:

If, through completing the Support Guide, it is determined that extra staffing support is needed, this form is used to summarize:

- Why extra staffing support is needed;
- How long this support is needed for (i.e. short-term, longer-term);
- The recommended hours per day, days per week for this support.

4. Initial Plan Form:

A form that can be used as the Child Development and Support Profiles are completed to draft an initial individual plan with the child, family and child care program based on the priorities identified as the profiles are completed.

5. Personal Profile – to be used to develop an understanding of a child’s behaviour where the ..information in the Child Development Profile indicates more information is needed.

## Recommendations for Training

### Background

As mentioned earlier, completing the Support Guide is about engaging with each family and child care program in a process of gathering information, learning about the child and understanding how best to meet his/her needs. Learning to use the Support Guide is a similar process – the SCD and ASCD Consultant needs to learn how to do this process in a way that is individualized to each child, family and child care program.

For example, when completing a Support Guide process, the SCD/ASCD Consultant will need to:

- Carry out the process in ‘conversational’ manner. The SCD/ASCD Consultant facilitates a conversation with the family and child care program in which they talk about the child, their goals and the support needs, with the Consultant noting what is said and asking questions as needed.
- Complete the process and pose questions in a way that is sensitive to the family’s understanding of their child’s needs, their values and beliefs, culture, lifestyle and other factors. For example in asking a family, who has come from an Asian country, questions it is important to know that in this culture interdependence is seen as of greater value than independence. This may influence the extent to which this family will have given their child opportunities to feed or dress independently and will require the Consultant to ask the question differently to find out more about the child’s skills in this area.
- Work toward consensus on the information, particularly the Support Profile and recommendations between the family, child care program and SCD/ASCD Consultant.
- Use his/her judgment and sensitivity to the family’s readiness and needs in determining what questions to ask and how to do so. Accomplishing this is a skill that takes time to develop. As the SCD/ASCD Consultant becomes more familiar with the information to be collected and more skilled in asking the right questions at the right time, this process will become more natural.

To accomplish this in practice, each SCD/ASCD Consultant needs to be supported to know what an ‘ideal’ Support Guide process looks like, to think about what they feel comfortable with in this process, what they want more time to observe, to try and refine in their own practice, and how best to support them to do so.



*From the examples above, what do I know how to do? What else do I need to know, practice, or learn?*

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### **Making a Plan for Learning How to Do the Process Well**

**T**o do this, it is recommended that each SCD/ASCD Consultant go through the following steps:

1. Have the Consultant observe an experienced SCD/ASCD Consultant doing the Support Guide process. If you are a sole Consultant in your community, you could ask to observe another community professional in their information gathering process. For example, you could observe an IDP Consultant gathering information from a family, a Speech-Language Pathologist asking about developmental skills the family sees, etc.
2. Debrief these observations, focusing on talking about what the Consultant did, how they did it, and why they did it that way. As part of debriefing, talk with the Consultant about what they understand, know how to do, what they want support around learning and how best to support them. This could involve using the self-assessment tool in this section.
3. Identify the skills, knowledge and abilities the SCD/ASCD Consultant needs to effectively complete the Support Guide process (use the skill, knowledge and ability information at the end of this section to assist with this).
4. Provide opportunities for training and ‘coaching’ for the SCD/ASCD Consultant to do the Support Guide process based on the knowledge, skills and abilities he/she has identified to focus on through:
  - a) Coaching might be with another staff person (i.e. to practice ‘how’ to ask about the child, to learn how to pull out of family’s stories about their child information about development). This can then progress to having the Consultant doing the Support Guide with families with another Consultant there to support them. Make sure to build in time for debriefing after the Consultant tries the Support Guide – what went well, what they’d like to do differently, what feels awkward, what feels comfortable, how they could make the process more ‘conversational’ for families versus an ‘interview’ etc. Again, if you are a sole Consultant, ask one of your community partners to do this with you, possibly through joint visits where they can also contribute to developing the profile of the child.
  - b) Training could include workshops, either in person or online, focusing on the skills, knowledge and abilities identified in the individual training plan.
5. Gradually phase out direct coaching support, but continue to build in time to review with the Consultant how the process went with families and the questions identified earlier.

**Assessing Skills, Knowledge and Abilities:**

The information that follows is adapted from the Framework of Professional Practice for Infant Development and Supported Child Development Consultants (1998). Review the 2 columns of information – the first one describes what you need to know to complete the Support Guide process. The second describes what you will need to do well to complete the Support Guide process.

You have already identified some questions or thoughts as you read earlier sections of the handbook. Look at these again, and then review each item in the tables that follow. As you review each item, think about the following questions:

1. First column - What is my knowledge of this topic? What do I know a lot about? What don't I know much about? What questions do I have?
2. Second column – What do I know how to do well in this area? Can I do this well in all circumstances or are there some situations where I find this harder to do? What do I need support with? What specific part of the skill do I need the help with?

At the end of each section of the column, you will find a space to write your answers to these questions. There are no right or wrong answers here – the key is to reflect on your practice, be honest with yourself, and identify the areas in which you need support to continue your professional growth. Once you have a sense of what you need support with, review this information with your program supervisor or mentor, using it to develop a plan to support your learning for completing a Support Guide Process.

**Area of Practice – Communications:**

What I Need to Know About	What I Need to be Able to Do
<p>The critical concepts of effective interpersonal communications</p> <p>The range of individual communication styles and modalities</p> <p>The role of socio-economic and cultural experiences on communications</p> <p>The impact of personal communication styles on practice</p>	<ul style="list-style-type: none"> <li>• Use verbal, non-verbal, written and augmentative communication methods effectively and appropriately</li> <li>• Recognize, respect and respond to wide range of individual communication styles</li> <li>• Attend, engage, listen actively, reflect back, challenge and self-disclose appropriately</li> <li>• Communicate across cultures and when possible, in more than one language</li> <li>• Provide information in ways that are meaningful to recipients/audience</li> <li>• Interpret and explain technical terms and jargon to families and other service providers</li> <li>• Communicate using interpreters and interveners</li> <li>• Recognize and adapt to their personal communication styles</li> <li>• Access information from a range of formal, informal and technological sources</li> </ul>



*My Answers to Questions 1 and 2:*

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**Area of Practice – Groups and Relationships:**

What I Need to Know About	What I Need to be Able to Do
Interpersonal relationship development  Group processes and dynamics  The core principles of team building  The role and function of teams  The core principles of community development	<ul style="list-style-type: none"> <li>• Organize, facilitate and contribute effectively in groups and teams</li> <li>• Use consensus building, negotiating, brokering, problem solving and conflict resolution skills appropriately</li> <li>• Develop and maintain effective interpersonal relationships</li> <li>• Demonstrate and model genuineness, respect, empathy and diplomacy in interpersonal relationships</li> <li>• Organize public events and educational opportunities</li> <li>• Make formal and informal presentations to groups</li> <li>• Establish and support formal and informal networks</li> <li>• Support community development initiatives</li> </ul>



*My Answers to Questions 1 and 2:*

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**Area of Practice – Learning and Support Strategies:**

What I Need to Know About	What I Need to be Able to Do
<p>Relevant and current learning theories</p> <p>The range and implications of individual learning styles</p> <p>Principles and practices of adult education</p> <p>The impact of exceptionalities, disabilities and developmental delays or concerns on the learning process</p> <p>The role and function of facilitation and consulting as compared to direct/hand-on service provision</p> <p>The role and function of mentoring, role modeling, partnering and other learning strategies</p>	<ul style="list-style-type: none"> <li>● Implement the interrelated set of skills required to Observe, Document, Assess, Plan, Implement and Evaluate including:                             <ul style="list-style-type: none"> <li>- Observe in unbiased and non-judgmental ways</li> <li>- Document and record data in clear language and in formats that are meaningful to families and others</li> <li>- Plan and implement strategies and adaptations into the daily routines, activities and play opportunities in the child’s environment</li> <li>- Evaluate the effectiveness and/or outcomes of the information gathering process and make adaptations</li> </ul> </li> <li>● Implement a variety of positive learning and support strategies appropriately</li> <li>● Communicate learning and support strategies to others in meaningful ways</li> <li>● Solve problems and think critically</li> <li>● Collaborate with parents and other relevant health, education and community services providers in a professional manner</li> </ul>



*My Answers to Questions 1 and 2:*

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## Completing the Support Guide

The process of completing the Support Guide should involve gathering information from the family over one or more visits. If the child is already in a child care program, you should:

- Gather the information with the family and child care program together; OR
- Gather the information with the family, then review it with the child care program and add any information specific to what the child is doing in the program.

This will ensure that you have a complete picture of the child at home and at child care for the Support Profile.

If you are completing the Child Development and Support Profiles for a school age child or youth, you will ideally do so with both the family and their son/daughter involved. Talk to the family about whether they want to include their son/daughter before you begin the process. If the family decides to include their son/daughter, work with them to decide how best to involve him/her.

When you are first gathering this information, you may choose to go through each section in order. As you become more comfortable with the process and the information you need to gather, you can follow the family's lead in the conversation and move between sections in the process.

Be as prepared as possible...that being said, be prepared to change your plan based on what's happening during the visit.

## Completing the Child Development Profile

The SCD/ASCD Program could be involved with a child, family and their child care program for as long as 19 years. With the Support Guide reviewed at least every 6 months when extra staffing is needed, this could mean a lot of Support Guides! As a result, the Support Guide forms are structured to change as the child does. The first time you complete the Support Guide process with a family, all of the information you gather will be new. Divided into age ranges, the Support Guide forms include:

### #1 - Forms for Birth to 3 years and #2 – Forms for 3 to 6 years:

The Child Development Profiles for Birth to 6 includes questions to gather information about what the child can do, what he's learning to do and where he needs support. Questions provide suggestions, in italics, of the types of developmental milestones you can ask about. The Reference Guide that accompanies the forms is drawn from the Assessment, Evaluation and Programming System parent interview materials. The first time you gather child

development information, you should review each area and the milestones within it before your first visit with the family (and/or child care program). As you review:

- Look at what information you already have about the child (e.g. reports, information from talking to the family and/or child care program). Talk to IDP, Speech or others who are involved (with the family's permission);
- Review the sections in the Child Development Profile. What do you already know? Transfer what you know to the Child Development Profile or make a note that this information is contained in another document;
- Look at the Reference Guide and notes you've made – based on what the child is doing and the milestones in the guide, what else do you need to know? Make note of these questions;
- Consider any 'adaptations' you need to make to the questions to address the family's values and beliefs, culture, lifestyle or other factors;
- Review during meeting with family – 'is this accurate' (for notes you've made or information in other reports) and 'tell me about this' (for the questions you have).

When you review the original Child Development Profile with the family and child care program, you will:

- Review the most recent Child Development and Support Profiles;
- Review notes you've made during visits, information from reports, information you've gathered from the family and child care program;
- Transfer this information to the Child Development Profile - make 'update' notes...what has changed? What is the child doing now?
- Look at the Reference Guide and notes you've made – based on what the child's doing and the milestones in the Guide, what do you need to ask about, find out about?
- Review during meeting with family – 'is this accurate' (for notes you've made) and 'tell me about this' (for the questions you have).

In this way, the Support Guide process becomes more fluid – you are not repeating the same questions each time you review it with the family, but rather asking new questions relevant to the next stage of the child's development. It also reduces repetitiveness – by using information from others reports for a new family, they will not have to 'repeat their story', merely confirm information or update it. This process also reduces length – by preparing in advance, the process with the family should be shorter.

### #3 - Forms for 6 to 9 years:

The Child Development Profile for children age 6 to 10 cross references to developmental information from the Battelle Developmental Inventory. A detailed listing of milestones for this age range is found in the Reference Guide. Follow the same process as described in the previous section for doing a first time Support Guide or a Support Guide review.

### #4 – Forms for 10 to 12 years and #5 – Forms for 13 to 19 years:

As mentioned earlier, Child Development Profile for these age ranges is more functionally oriented – shifting from a developmental focus to a social and daily activities perspective. If you are getting involved with a child in one of these age ranges, review the questions and information sought in the profile. Identify what you know and fill this in to review with the family. Based on what you know, you will then identify areas for discussion with the family.

As you review this version of the Child Development Profile, there are a couple of possible approaches to use:

- Identify any developmental milestones from the other versions of the child development profile that would be next steps in learning for the child / youth. You can then these ‘next steps’ milestones with the family in the review;
- Follow the suggestions in Section 7 – Considerations for Children with High Support Needs. It may not be that the child, in this instance, has high support needs, but that he/she has reached plateaus in his / her development.

## **Completing the Support Profile**

Through completing the Support Profile, the SCD/ASCD Consultant translates the profile of the child’s development (strengths and needs) into the routines and activities of the child care program. Similar to the Support Schedule from the original Support Guide, the Support Profile provides a framework for assisting the family, child care program and SCD/ASCD Consultant to determine what services are needed to support the child’s inclusion and development in the child care program.

The Support Profile is ideally completed with the family and child care program together. This allows for discussion and mutual agreement on the child’s abilities and support needs during each routine of the day in the child care program. The Support Profile can only be completed through discussion – talking about the routine of the child care program, what is done with children during each routine, what the child will be able to do on his/her own as part of each routine, where he/she will need adult assistance, and the amount and type of assistance needed.

To complete the profile, the SCD/ASCD Consultant facilitates the conversation, asking questions to elicit the information needed to create a clear profile of how to support the child. Types of questions to discuss:

1. What are the teachers / providers doing with the children during each routine (how are they already supporting children)? Talk about the role of the teachers during each routine, how many children are usually present and how many teachers are on the floor working with them.
2. Based on the development profile, what will the child do during the routine? Using the Child Development Profile, look at the developmental areas relevant to the routine. Identify what the child will do during the routine.
3. What SCD resources are recommended? Based on what the child can do for each routine and what the child care program needs to include him/her...be as specific as possible. The list of resources at the bottom of the Support Profile page provides a reference for this.

A completed Support Profile for a child’s social-emotional development during free play and circle time might look something like this:

<b>Area of Development</b>	<b>Free Play</b>	<b>Group / Circle Time</b>
	<i>We have <u>24</u> children during this routine with <u>3</u> staff working directly with them</i>	<i>We have <u>  </u> children during this routine with <u>  </u> staff working directly with them</i>
<p>Review the child’s development in the following areas:</p> <ul style="list-style-type: none"> <li>✓ Communication</li> <li>✓ Understanding</li> <li>✓ Self-care</li> <li>✓ Large &amp; Small Motor</li> <li>✓ Behaviour / Safety</li> <li>✓ Learning Style</li> </ul> <p>Discuss how it will look in each routine.</p> <p style="text-align: center;">—————→</p>	<p><b>What will the child do / need?</b></p> <p>Plays beside other children, watches them.</p> <p>Needs help to interact with peers.</p> <p>Will hit if someone takes his toys.</p> <p>Need strategies, will need adult help in conflict.</p>	<p><b>What will the child do / need?</b></p> <p>Watches, but does not participate independently in group games or action songs.</p>
<b>Supports Needed</b>	<i>Strategies, information, direct adult assistance for conflicts</i>	<i>Strategies / information, modeling/coaching. Adult help for participation in activities.</i>

As the child’s needs change, the focus of the support changes. In the example above, for example, it could be that J is able to take turns, leading to less conflict with peers. He may still need help to move to the next stage of play with other children, but can have more independence during parts of free play. Extra staffing may still be needed, but as the child’s independence in increasing, the team can decide what the parts of free play he can be more independent.

The last page of the Support Guide (after the Support Profile section) includes a “Recommendation” section – after looking at the full support profile, the team makes their recommendation for what’s needed (i.e. SCD Consultant services to provide equipment, ideas etc. Short term staffing support etc...). There is also a section to capture any priorities specific to the child care program – goals, for example, that may be relevant to the child’s time in child care, but not at home that the family and child care program agree are important.

### **Writing the Support Guide**

Both the Child Development and Support Profiles should be written in the family and child care program’s language. In writing the Support Guide, the SCD/ASCD Consultant may choose to use the Child Development Information forms as they are presented or to use a blank template for the Child Development Information form and filling in the information gathered only.

## Using the Support Guide as Part of an Individual Planning Process

**T**he Support Guide itself is not an individual plan. It is, however, a good way to get the information that you need to work with the families to develop an individual plan. Through completing the Support Guide you will know:

- The child's mastered and emerging skills in each area of development;
- What the child is interested in, enjoys and is good at;
- What's important to the family for their child (i.e. their priorities);
- What other services are in place, what resources the family already has, what they would like to know more about.

This information can feed directly into an individual planning process. Based on knowing about the child and the family's priorities, the SCD/ASCD Consultant can set a time with the family (and others the family feels are important), to develop a plan for how to meet these priorities. This plan could address:

- Goals – the family's priorities;
- Objectives – where you'll start in working toward each of the goals;
- Resources / Supports – who or what can help in working toward the objectives;
- Strategies/Actions – what each person, resource will do.

As with the Support Guide, any individual plan should be seen as a dynamic document – both the Support Guide and the individual plan it informs should be reviewed and updated on a regular basis as the child and family priorities, strengths and needs change.

For SCD and ASCD Consultants interested in learning more about individual planning, writing goals and objectives and so forth can see:

- CanChild Centre for Childhood Disability Research – [www.canchild.ca](http://www.canchild.ca)
- Frank Porter Graham Child Development Institute, The University of North Carolina at Chapel Hill – [www.fpg.unc.edu](http://www.fpg.unc.edu)
- The National Early Childhood Technical Assistance Centre – [www.nectac.org](http://www.nectac.org)
- Early Childhood Research and Practice (ECRP) – [www.ecrp.uiuc.edu](http://www.ecrp.uiuc.edu)
- Division for Early Childhood (a division of the Council for Exceptional Children) – [www.dec-sped.org](http://www.dec-sped.org)

## Considerations / Guidelines for Aboriginal SCD

**A** boriginal Supported Child Development (ASCD) Programs are in many communities across BC and are in development in other communities. Having an ASCD Program allows a unique opportunity to provide Supported Child Development (SCD) services and supports in ways that work for the Aboriginal people(s) in each community.

To achieve this, core components of Supported Child Development services need to be customized for Aboriginal SCD Programs. Consistent with this, the information that follows provides ASCD Programs, and SCD Programs working with Aboriginal communities, with a framework for using the Support Guide for its intended purpose within an approach that works for each Aboriginal community.

### What to Consider:

In the report “Steps in the Right Direction” (2007), it is said that **partnership** and **participation** are key principles in providing services to Aboriginal peoples from a perspective of cultural safety. Working on the ‘how’ of the Support Guide part of ASCD, requires a similar approach – one that approaches figuring out the ‘how’ through full participation and meaningful partnership with the community who will be involved – the families, Elders, extended family members and others important in the daily lives of children and their families.

Relationship is important for working within a partnership and participation approach. Only once community members and service providers have a relationship built on trust and mutual respect, can efforts to adapt services be truly effective. Many ASCD Programs already have this relationship with their community. For those who are new to the community or a new program, some beginning points to consider include:

#### Learning About the Community:

1. How can I learn more about the Aboriginal people and communities in which I am providing services?
2. What is the name(s) of the First Nation people(s) and their language(s)?
3. Are there language revitalization efforts happening?
4. How are traditional languages used in homes? Child care settings? Community groups?
5. What are some of the traditional activities valued by the community?
6. What are some of the challenges and successes within the community that influence families and their children?

#### Developing a Relationship with the Community:

1. Be consistently present – participate in existing community programs, events and activities for children and families and the community as a whole.

2. Initiate and develop a relationship with key people in the Aboriginal community (i.e. the Band Administrator, key community members, Aboriginal organizations). As you develop this relationship, listen and learn.
3. Recognize and focus on the strengths of children, families and the community.

Once there is relationship, the ASCD Program will have a foundation from which to work in looking at how best to provide services, including doing the Support Guide. One approach would be to:

1. Identify key individuals in the community who can work in partnership with you to decide how to provide ASCD services. Consider Elders, resourceful younger people who are willing to share their knowledge, Band members, family members who have been involved in SCD/ASCD before, interested people involved in providing child care and/or Head Start programs to the community, Aboriginal Infant Development Program staff etc.
2. Identify, with key community members, the best way to get people involved in helping you think about how to provide ASCD services.

Once you have a process for getting input into how best to do the Support Guide, you can begin to consider what you want to know. Some questions that may be useful to ask include:

1. Can the information gathering process be integrated into existing information gathering processes for community programs (i.e. child care programs, community health programs, AIDP)?
2. Who in the community can help us make connections with each family?
3. Who can help us decide the best places to meet with families so they feel most comfortable?
4. How can we best work with families to involve extended family and community members who are important to them? How do families define 'involved'? Who can be present during information gathering meetings so the family feels more comfortable talking about their child and family?
5. How can we gather the information in ways that are comfortable for the families and that recognize and highlight the children's and family's strengths?
6. How can we learn about each family's values and beliefs? How can we learn about who does what within their extended family network to make sure we plan services based on their pattern of responsibility and care?
7. How can we make the process and outcome meaningful to families? How can we make it so the information collected and documented supports each family to make informed decisions and become as involved as they wish in their children's development and inclusion? For example, while the ASCD Consultant may need a Support Guide form for 'program' purposes, is there another format that the information could also be put into so that it is meaningful for the family (i.e. pictures, videos etc.).

### **An Example:**

ASCD Program has worked with their community to decide how best to do the Support Guide. They have decided that they will do this by:

- Joining each family in a community dinner where those present are part of the child's life. This includes the child care provider the family and child are closest to;
- During dinner, those part of the child's life share stories about their experiences with the child;
- The ASCD Consultant listens to these stories and learns about the child, keeping track of what is said by this child's 'family';
- After the dinner, the ASCD Consultant, an Elder and the AIDP Consultant meet with the family. They review the stories shared and what it told them about the child. The ASCD asks for any

additional information to help in thinking about how to support the child at child care. The ASCD Consultant asks the family how they want to ‘document’ the main points of the stories and information describing the child. The Consultant, family and Elder work on this documentation;

- The ASCD Consultant fills in the Child Development Profile form of the Support Guide and reviews it with the child care program (with the family present if they want to be). The ASCD Consultant and child care program talk about the child, what he/she does in the child care program and look at what kind of support is needed (i.e. do the Support Profile of the Support Guide);
- The ASCD Consultant takes the completed Support Guide to the ASCD Program to request the recommended ASCD supports;
- Information in the family’s documentation about their child is used by the family, Elder, child care provider, ASCD Consultant to make a plan that supports the family’s priorities for themselves and their child.

## Considerations / Guidelines for Children with High Support Needs

**A**s described earlier, the content of the Child Development Profile and Support Profile generally changes as the child ages. This enables the SCD/ASCD Consultant to ask new questions / discuss new milestones and possible focuses for learning with the family and child care program in reviewing the Support Guide.

In some instances, children's needs do not change significantly over time. This is most often seen when children have higher support needs and/or as children age and their development plateaus. Reviewing the Support Guide in these circumstances can be challenging as there are few changes and increasingly complex milestones may not be developmentally appropriate.

To support the review process in these situations, it is suggested that the SCD/ASCD Consultant complete the process in 'reverse', that is:

1. Review and update the individual plan you have put in place with the family and child care program, including identifying any new priorities identified by the family and child care program.
2. Review the Support Profile, updating any information based on changes in the individual plan and updates from the family and child care program.
3. Based on updates, changes and new information identified in reviewing the individual plan and Support Profile update relevant sections of the Child Development Information form (and/or review them in greater depth with the family and child care program).

When completing the review in this manner, the SCD/ASCD Consultant should also update the questions in the first section of the Support Guide.

## Optional Forms

Optional forms include three that were in the previous version of the Support Guide that SCD/ASCD Programs may wish to continue to use them as part of their program. The fourth optional form, Initial Plan, is a new addition that SCD/ASCD Programs may wish to use to develop an initial individual plan with the family and child care program.

1. Cover Sheet:

Summary of key information about the child and family, including other services involved.

2. Recommendation and Priorities Form:

Form used to document conclusions as to whether or not SCD/ASCD services are required, and to summarize and confirm the goals for this support and the types of SCD/ASCD services needed to address them.

3. Extra Staffing Support Request Form:

If, through completing the Support Guide, it is determined that extra staffing support is needed, this form is used to summarize:

- Why extra staffing support is needed;
- How long this support is needed for (i.e. short-term, longer-term);
- The recommended hours per day, days per week for this support.

4. Initial Plan Form:

A form that can be used as the Child Development and Support Profiles are completed to draft an initial individual plan with the child, family and child care program based on the priorities identified as the profiles are completed.

5. Personal Profile:

To be used to develop an understanding of a child's behaviour where the information in the Child Development Profile indicates more information is needed.

**1. Cover Sheet**

**Cover Sheet**

Child's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Parent(s) Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Child Care Setting Name: \_\_\_\_\_

Contact Person: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Completed By: \_\_\_\_\_ Date Completed: \_\_\_\_\_

	Contact Person	Phone/Fax/E-mail	Description of Program (Previous, current or waitlisted)
Supported Child Development Program			
Child Care Setting			
Infant Development Program			
Speech Language Pathologist			
Physiotherapist			
Occupational Therapist			
Social Worker/ Family Support			
Behaviour Consultant/ Psychologist			
Other:			
Other:			

**Previous and/or Current Experience:**

Child Care Settings: \_\_\_\_\_

Recreation Programs: \_\_\_\_\_

Setting Preference: \_\_\_\_\_

## 2. Recommendations & Priorities Form

### Recommendations:

Based on the information gathered and summarized in the previous sections, it is recommended that:

- SCD services are required. Support is required to address the following priorities and support needs:
  
- SCD services are not required. Strategies and other services have been suggested, including:

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### Priorities & Plan:

SCD services will focus on the goals of the family and child care setting including:

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To achieve these goals, the following SCD services are recommended (check all that have been identified with the family and child care setting):

- Assistance in looking for child care
- Consultant support to the family and/or child care setting (i.e. visits, phone calls)
- Coordinating with other service providers (i.e. IDP, SLP, OT, PT)
- Information/training about the child's development, support needs and strategies to meet them
- Toys and/or equipment for the family and/or child care setting
- Books, videos, articles for the family and/or child care setting
- Short term or long term extra staffing support for the child care setting (if yes, please complete Extra Staffing Support Request form)
- Other: \_\_\_\_\_

- The attached individual plan describes these goals and how services will be provided to support them
- or
- An individual plan describing the goals and how services will be provided to support them will be developed by \_\_\_\_\_ (date)
- The Support Guide and need for SCD services will be reviewed on or before \_\_\_\_\_ (date). This review may happen earlier if requested by the family, child care program and/or SCD Consultant

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Parent

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Date

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Child Care Provider

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Date

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SCD Consultant

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Date

### 3. Extra Staffing Support Request

#### EXTRA STAFFING SUPPORT REQUEST

(\*\*to be completed only if requesting extra staffing support)

**General Information:**

Child's Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Parent(s) Name: \_\_\_\_\_

SCD Consultant: \_\_\_\_\_

Child Care / Community Setting Name: \_\_\_\_\_

**Reason for Request:**

Information gathered in the attached Support Guide indicates that:

**Request Details:**

Based on the above reasons, it is recommended that SCD services include:

Short-term extra staffing support to focus on

Long-term extra staffing support to focus on

To achieve this, extra staffing support is requested:

Days of the Week: M T W Th F S S

Hours per \_\_\_\_\_: \_\_\_\_\_

Daily Schedule: \_\_\_\_\_

Hourly Rate: \_\_\_\_\_

Total Hours per Day: \_\_\_\_\_

Employer Costs \_\_\_\_\_%: \_\_\_\_\_

Total Hours per Week or Month : \_\_\_\_\_

Total Cost per \_\_\_\_\_: \_\_\_\_\_

Start Date: \_\_\_\_\_

End Date: \_\_\_\_\_

Total Duration (in weeks): \_\_\_\_\_

Gradual Reduction Plan (if appropriate): \_\_\_\_\_

The attached individual plan describes how SCD extra staffing support would be provided to address the goals and support needs. The individual plan, Support Guide and need for SCD extra staffing support will be reviewed on or before \_\_\_\_\_ (date). This review may happen earlier if requested by the family, child care program and/or SCD Consultant.

\_\_\_\_\_  
Parent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Child Care Provider

\_\_\_\_\_  
Date

\_\_\_\_\_  
SCD Consultant

\_\_\_\_\_  
Date

**4. Initial Plan**

**INITIAL PLAN**

**CHILD'S NAME:** \_\_\_\_\_ **DATE OF BIRTH:** \_\_\_\_\_

**PARENT(S) NAME:** \_\_\_\_\_

**CHILD CARE SETTING:** \_\_\_\_\_

Based on the family identified priorities, the initial support plan will include:

Goal	Strategies / Actions / Resources

I give the Supported Child Development (SCD) Program permission to share the information in the Initial Plan with:

\_\_\_\_\_  
\_\_\_\_\_

for the purpose of providing services to include my child and meet his support needs in the child care program.

\_\_\_\_\_  
Parent / Legal Guardian

\_\_\_\_\_  
Date

## PERSONAL PROFILE

Who is this profile about? \_\_\_\_\_

Who filled out the profile? \_\_\_\_\_

When was the profile filled out? \_\_\_\_\_

### Activity Preference Inventory

#### *Environments*

1. What kind of lighting does the person prefer?

quite bright/sunny                      moderately bright      quite dark/cloudy                      doesn't matter

2. What temperature does the person prefer?

quite hot                      warm/neutral                      cool/cold                      doesn't matter

3. What noise level does the person prefer?

quite noisy/loud                      moderate noise                      quite quiet/soft                      doesn't matter

4. What level of visual stimulation does the person prefer?

lots of things to look at                      moderate visual input                      minimal visual input                      doesn't matter

5. What kind of sensory stimulation does the person prefer?

likes to touch and/or smell new things                      doesn't mind touching and/or smelling new things                      doesn't like touching and/or smelling new things

6. **Community Preferences**

List up to 10 **places** in the community that the person **prefers** to visit or use. In order to count a place as **preferred**, you should have some evidence that the person enjoys or looks forward to going there. Don't just put down places the person goes but doesn't necessarily prefer. In addition, write down how many times the person has gone to each place in the past 30 days:

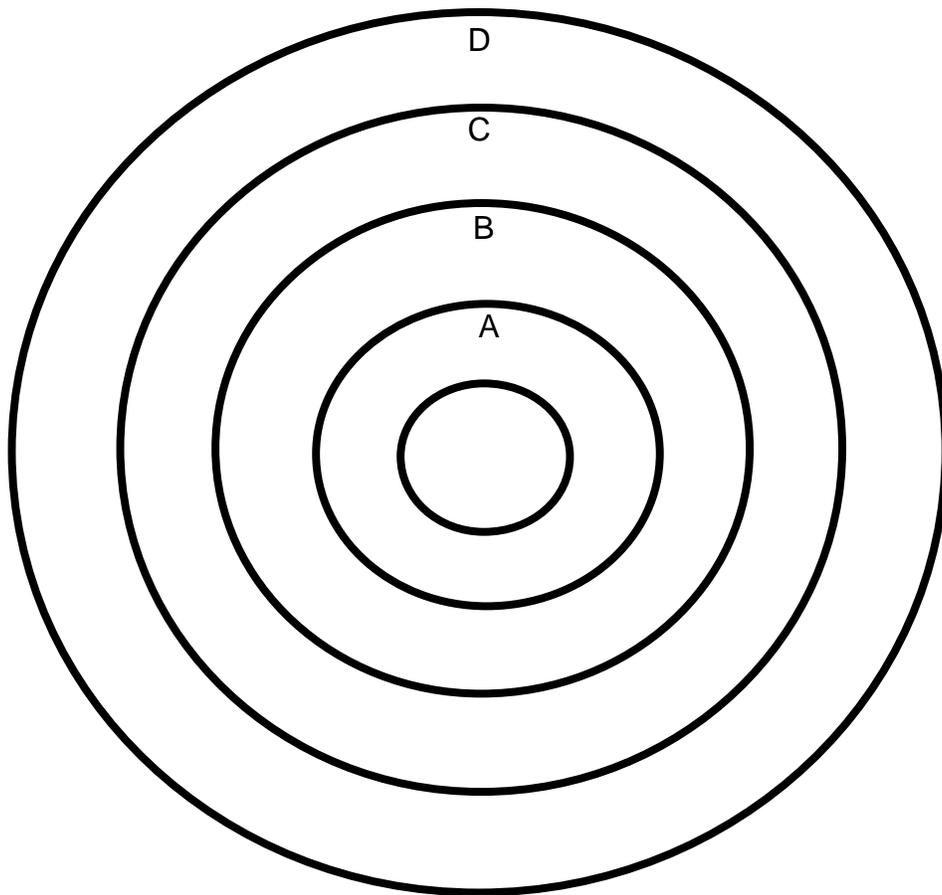
<u>Place</u>	<u>How many visits?</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

*People*

7. How many other people does the person prefer to be with?  
 prefers to be alone      1-3 other people      4-10 other people      large groups or crowds
8. What age of person does the person prefer to be with?  
 same-age peers      younger persons      older persons
9. What gender of person does the person prefer to be with?  
 persons of the same sex      persons of the opposite sex      mixed group      no preference
10. How does the person prefer to interact with a group?  
 as the center of attention      as just one of the crowd      seen but not heard      as an observer
11. What level of supervision does the person prefer?  
 independent      supervised somewhat      dependent
12. What level of physical contact does this person prefer?  
 likes physical contact      doesn't seem to mind physical contact      dislikes physical contact
13. List up to 10 people that the person **prefers** to spend time with. In order to count a person as **preferred**, you should have some evidence that the person enjoys or looks forward to spending time with that person. Don't just put down people the person spends time with but doesn't necessarily prefer. Be as specific as you can -- for example, write down "her friend Jeanette" rather than just "Jeanette." In addition, write down how many times the person has spent time with each person during the past 30 days.

<u>Person</u>	<u>How often spends time?</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Diagram the person's relationship with each of the people listed previously. Put the person's name in the middle. Circle A = intimate people (family?). Circle B = "best" friends." Circle C = friends. Circle D = people paid to provide support.



*Activity Preferences*

14. How much variety in activities does the person prefer?

lots of variety from day-to-day	moderate variety from day-to-day	minimum variety from day-to-day
------------------------------------	-------------------------------------	------------------------------------

15. What activity level does the person prefer around him/her?

lots of action/ fast pace	moderate action/ moderate pace	relaxed/ slow paced
------------------------------	-----------------------------------	------------------------

16. How much physical activity does the person prefer?

likes to be very physically active	likes to be moderately active	dislikes being physically active
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17. How much repetition in activities does the person prefer?

highly repetitive	moderately repetitive	non-repetitive
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18. How much competition does the person prefer?

highly competitive	moderately competitive	non-competitive
--------------------	------------------------	-----------------

19. How much structure and predictability does the person prefer?

high structure/ very predictable	moderate structure/ moderate predictability	low structure/ not much predictability
-------------------------------------	------------------------------------------------	-------------------------------------------

20. If given a choice of activities, this person would prefer those that involve (circle all that apply):

social interactions with others	being left alone	music or talking	visual tasks	physical activity
------------------------------------	---------------------	---------------------	-----------------	-------------------

21. What type(s) of activities does this person seem to prefer?

activities that have lots to listen to	activities that have lots to look at	activities that have lots of movement
-------------------------------------------	-----------------------------------------	------------------------------------------

22. List up to 10 **activities** that the person **prefers** to do at home or in the community. In order to count an activity as **preferred**, you should have some evidence that the person enjoys or looks forward to doing it. Don't just put down activities the person does but doesn't necessarily enjoy. In addition, write down how many times the person has done each activity during the past 30 days.

<u>Activity</u>	<u>How many times done?</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Learning Style**

23. When the person is presented with a new task, how does he or she learn best?

by having it explained in detail one or more times (learns by listening)	by seeing someone do it several times first (learns by seeing)	by being allowed to try it one or more times (learns by doing)
--------------------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------

24. This person is most successful if directions are given:

verbally            in writing            in picture form            through modeling/other

25. What type(s) of feedback (rewards) does this person seem to prefer when a task is done correctly?

social feedback (praise, hugs)	tangible feedback (food, treats, etc.)	visual feedback (tokens, stars, checkmarks)	to be left alone
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26. List up to five **places** [in school/at home/in the community] where this person does well, and up to 5 places where the person has difficulty (either behaviourally or in terms of learning)

<u>Does Well</u>	<u>Has Difficulty</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Are there common elements across the places in which this person does well? If so, what are they?

Are there common elements across the places in which this person has difficulty? If so, what are they?

27. List up to five **people** [in school/at home/in the community] with whom the person does well and up to five with whom the person has difficulty (either behaviourally or educationally). The people may be peers or adults.

**Does Well**

**Has Difficulty**

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Are there common elements across the people with whom this person does well? If so, what are they?

Are there common elements across the people with whom this person has difficulty? If so, what are they?

29. List up to five **activities** [in school/at home/in the community] in which this person does well and up to five in which the person has difficulty (either behaviourally or educationally):

**Does Well**

**Has Difficulty**

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Are there common elements across the activities in which this person does well? If so, what are they?

Are there common elements across the activities in which this person has difficulty? If so, what are they?

30. Think of situations in which you tried to teach the person something new. This person learns **best** when . . . .

31. This person does **not** learn or is **not motivated** to learn when . . . .

**Communication Profile**

32. What are the primary ways your child communicates with other people? (i.e. expressive communication strategies used by or available to your child – for instance speech, signs/gestures, communication boards/books, or electronic devices.

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Does your child associate and recognize that specific objects mean you are going to do specific activities? *For example does he or she know that car keys mean you are going out, setting the table means it is time to eat and so on.* Please give examples.

Object	Activity	Object	Activity

33. Does your child now bring an object to you to ask for things he or she wants? *For instance will he or she bring you an empty cup to ask for a drink or a book to ask you to read?*

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34. Does your child point to or name photos of family members?

POINT     NAME

35. Does your child point to or name pictures in books, magazines or flyers?

POINT     NAME

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36. Does your child recognize familiar signs (*i.e. McDonald's*) or packages (*i.e. cereal*)?

*PLEASE LIST SOME:* \_\_\_\_\_

\_\_\_\_\_

37. With regard to receptive communication ability or ability to understand other persons:

Does the person follow spoken requests or instructions? If so, approximately how many? (List if only a few).

\_\_\_\_\_

\_\_\_\_\_

Does the person respond to signed or gestural requests or instructions? If so, approximately how many? (List if only a few).

\_\_\_\_\_

\_\_\_\_\_

Is the person able to imitate physical models for various tasks or activities? (List if only a few).

\_\_\_\_\_

\_\_\_\_\_

Look at the messages on the table below and describe how your child communicates this message. If your child does not have a way to communicate the message write “DOES NOT DO YET”.

<b>Message</b>	<b><i>My child communicates by:</i></b>
<b>Wants &amp; Needs:</b>	
If my child wants to do an activity	
When my child wants to ask for something to eat or drink	
When my child wants to go somewhere specific	
If my child needs help putting on a coat, boots etcetera	
When my child needs to go to the bathroom	
<b>Emotions/Humour:</b>	
If my child is happy, sad, afraid or mad	
If my child wants to tell a joke or be funny	
<b>Social Closeness/ Social Interaction</b>	
When my child wants attention	
When my child wants a hug or wants me to sit beside him or her	
If my child wants to play with a child the same age	
When someone says “hello” or “goodbye”	
When my child wants to tell me about something she or he has done	
When my child wants to tell me about something new she got or something interesting he or she saw	
<b>Reject &amp;/or Protest</b>	
If my child does NOT want something	
<b>YES/NO Response</b>	
If my child is asked whether she or he wants to do something, wants to go somewhere and so on, how does he/she typically indicate <i>yes</i> or <i>no</i> ?	

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**Additional Information**

39. List the person's TOP 10 favourite foods or beverages:

_____	_____
_____	_____
_____	_____
_____	_____

40. What other information is important about places, people, or activities that the person prefers?

41. What information needs to be considered about places, people, situations, or activities that person DISLIKES? What seems to bore the person? What things are "turn-offs"? What irritates, frustrates, or annoys the person?

42. Has the person ever indicated a preference for a choice of career? If yes, what?

43. Does the person have any goals, hopes, desires, or wishes for the future? If yes, what are they?

**General Medical Information – Personal Expectations for Health & Safety**

44. What medical issues does this person experience (e.g., chronic illnesses, asthma, allergies, rashes, sinus infections, seizures, diabetes)? Include psychiatric diagnoses.

45. What medications is this person taking (if any)?

46. What side effects does the person experience (if any) from the medication that they are taking? Attach lists of side effects from Doctors or Pharmacists (if applicable).