

Child Needs Analysis Grid (Agir tôt)

INTENDED USERS

All professionals working in the [Agir tôt program](#), who are qualified to assess the needs of children and their families in order to provide support, from the initial intake process through the conclusion of services.

PURPOSE

Identify and prioritize the needs of a child and their family in order to support the child's development and refer them to the appropriate services.

This clinical tool is provided for information purposes only and is not a substitute for the professional's judgment in the performance of activities reserved for such person by law or regulation.

TARGET POPULATION

Children participating in the Agir tôt program who are under the age of 7 and are at risk of or already experiencing developmental difficulties or a psychosocial vulnerability, as well as their families.

EXCLUSION

Not applicable

HOW TO USE THE ANALYSIS GRID

Involve the parent actively in the process.

- Fill out the grid **in cooperation with the parent**.
- Have an **open discussion** that acknowledges the parent as the primary witness of their child's experience.
- Use the parent's **concerns** as a starting point and acknowledge and draw on their experiential knowledge.
- Encourage the parent's active participation through **shared decision-making**.
- **Mobilize their knowledge** to be sensitive to **diverse family realities** (e.g., cultural safety).

Focus the process on the child and family in keeping with an ecosystem approach.

- Focus on the **child's needs** related to their development and daily life.
- Highlight the child's **strengths** and **challenges**.
- Consider the **parent's needs** in relation to supporting their child's development.
- Explore **family and environmental factors** that influence the child and the parent in their role.

Work in partnership as part of a collaborative approach.

- **Work in partnership with other organizations** (e.g., health and social services, early childhood education services, community organizations and schools) to accurately assess needs and coordinate efforts.
- Make the most of **services already available** in the everyday settings and natural environments of children, their families and communities.

Optimize data gathering.

- Consider the child's and family's needs **at all times**.
- Complete the **grid in several stages**, as needs and circumstances change (e.g., during program referral, when monitoring the response to the intervention, or when revising an intervention or service plan [IP, IPI or ISP])
- Adjust the wording as needed to ensure reciprocal understanding with the parent.

Based on professional judgment:

- Complete the sections and subsections that you deem relevant at the right time.
- Use standardized screening tools to gather further information, if necessary.

SUMMARY

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Click here to view all scientific publications on this subject.



This needs assessment grid is not a standardized screening tool.

Pursuant to the *Youth Protection Act*, if you have reasonable grounds to believe that a child's safety or development is in danger, you must file a report with the Youth Protection Branch (DPJ).

Legend



Instructions



Suggestions to facilitate discussions with parent



Diving deeper

SECTION 1. IDENTIFICATION OF THE CHILD

 • Use the information already on file to fill out the grid so that the parent does not have to repeat the process unnecessarily.

Date:	Professional's name:	Date of Agir tôt application:
Child's first name and last name:	Date of birth:	File no.:
Parent's first and last name:		
Source of the Agir tôt program application: <i>(e.g., who filed the application, what is the reason for the referral?)</i>		
Language(s) spoken at home:	Preferred language for services: ☐ Interpreter required	
FAMILY SITUATION		
The child lives with: <i>(e.g., parents, extended family, foster family, other)</i>		
Siblings: <i>(Indicate the ages of any brothers and sisters)</i>		
Family composition and type of custody: <i>(e.g., nuclear, separated or blended family, joint custody, exclusive custody, other)</i>		
Legal issues: <i>(e.g., parental authority, no-contact orders, custody, placement)</i> ☐ Yes ☐ No Specify:		
Cultural identity(ies): <i>(e.g., national or regional origin, ethnic community, migration history, First Nations, Métis or Inuit considerations)</i>		
CHILDCARE AND SCHOOLING		
Enrolled in childcare establishment: ☐ Yes ☐ No		
Enrollment starting date:	Number of days attended:	
Type of establishment: <i>(e.g., childcare centre, home childcare, community agencies)</i>		
Enrolled in school: ☐ Yes ☐ No		
Enrollment starting date:	Current grade:	
Type of institution: <i>(e.g., local school, private school, homeschooling, specialized school)</i>		

How to use the analysis grid

1. Identification of the child

2. Profile of the child's development and functioning

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CHILD'S HEALTH	
Perinatal history (pregnancy and birth): (e.g., physical or psychological issues during pregnancy, alcohol use, smoking, low birth weight, etc.)	
Medical history: (e.g., recurrent ear infections, allergies, hospitalizations, prescribed medications, etc.)	
Medical follow-up: (e.g., medical follow-up, vision/dental/hearing tests, etc.)	
Family history: (e.g., language development disorder, learning disability, intellectual disability, mental health issues, autism spectrum disorder, hereditary neurological diseases, etc.)	
Concerns related to physical and/or physiological development: (e.g., growth rate, hypotonia, seizures, severe feeding difficulties)	
DIAGNOSES, CLINICAL FINDINGS AND SCREENING. Check all that apply and specify as needed.	
☐ Clinical finding:	Date: Professional(s): ☐ Report on file
☐ Diagnosis:	Date: Professional(s): ☐ Diagnosis report on file
☐ Screening using standardized tools:	Date: Professional(s): ☐ Child development profile report on file
SERVICES RECEIVED. Check all that apply and specify as needed.	
Professionals ☐ Special education technician ☐ Speech-language pathologist ☐ Occupational therapist ☐ Psychoeducator ☐ Psychologist ☐ Neuropsychologist ☐ Physiotherapist ☐ Physician ☐ Nurse ☐ Social worker ☐ Other: ☐ Ongoing services (starting date)	Types of services ☐ No service received ☐ Private service ☐ HSSN service ☐ Daycare/school service ☐ Service provided by a community resource Type of plan ☐ No plan ☐ Intervention plan ☐ Interdisciplinary intervention plan ☐ Individual service plan ☐ Other: ☐ Past services (starting and end date for services received)

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SECTION 2. PROFILE OF THE CHILD'S DEVELOPMENT AND FUNCTIONING

2.1 CONCERNS AND REASONS FOR REFERRAL



- Discuss these with the parent, taking an active listening approach.



What is your main concern regarding your child?
Why do you think your child was referred?

2.2 CHILD'S CHALLENGES, STRENGTHS AND INTERESTS



- Discuss these with the parent to get to know the child better.
- Explore how the parent sees their child.



Tell me about your child's interests, what they enjoy most.



What are your child's main strengths and abilities?



Tell me about your child's main challenges and unique characteristics. It might help if you think of a specific time in your child's day (*e.g., mealtime, bath time, bedtime, getting dressed*).

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2.3 SPHERES OF DEVELOPMENT



- Explore the spheres of development most representative of the parent's concerns.

⚠ If the child has undergone recent screening using standardized tools, assess whether it is appropriate to discuss this subsection with the parent.

How is your child progressing with regards to their [language, emotions, ability to understand things, way of moving]?

[Diving deeper 1](#)

Language domain

Socio-emotional domain

Cognitive domain

Motor development domain

2.4 ABILITY TO FUNCTION DAY TO DAY



- Explore how the child's challenges and individual characteristics affect the daily lives of the child and their family.



Tell me about how these challenges affect your daily routines.

When is it easiest for the child and when is it most difficult (during the week, on the weekend, during transitions)?

Social interaction (e.g., greeting others, sharing, cooperating, playing)

Feeding (e.g., independence, interactions during meals, quality of food, physiological characteristics, sensory aspects)

Dressing (e.g., independence, sensory aspects)

Hygiene (e.g., independence, toilet training, sensory aspects)

Mobility (e.g., ability to move around)

Safety (e.g., awareness of danger)

Sleep (e.g., quality and quantity, bedtime interactions)

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2.5 LIVING ENVIRONMENTS



- Discuss with the parent how the child's challenges come up in their various living environments.



Are the challenges greater in certain environments or situations?
When is it easiest for the child and when is it most difficult?

At home	Educational settings (e.g., childcare establishment, school)	Other environments (e.g., recreational activities, transportation, family activities, restaurants, parks, grocery stores)
	Individual assistance: ☐ Yes ☐ No Please describe (number of hours, reason): Financial support for the educational institution: ☐ Yes ☐ No Please specify (AISG or MES): Risk of expulsion/suspension: ☐ Yes ☐ No Please specify:	

2.6 PARENTS AND FAMILY'S NEEDS



- Discuss with the parent what they or their family members require to better support the child's development.
- Based on your professional judgment, explore the topics that seem most relevant to the parent.



How do you feel about [your role as a parent, your family situation, your general health]?
Tell me what assistance you need (and what assistance your family needs) to help your child with their challenges.
If applicable, tell me what your child's childcare establishment or school need to help your child overcome their challenges.

PARENTS AND FAMILY'S NEEDS

[Diving deeper 2](#)

Parental role	Family functioning
Parent's well-being	Support (e.g., services, social support, material support, financial support)
Professional's additional notes (optional)	

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2.7 CONTRIBUTORS TO SUPPLEMENT THE NEEDS ANALYSIS (OPTIONAL)



- Work with the parent to determine whether other significant stakeholders or professionals should be consulted.
- Use the information gathered to fill out the relevant sections of the child's developmental and functional profile.

Parties to be contacted:

☐ School:

☐ Daycare service:

☐ Co-parent or family member:

☐ Professional:

☐ University hospital centre/hospital:

☐ Community organization:

☐ Other:

Professional's notes:

2.8 SUMMARY OF CHILD'S AND FAMILY'S NEEDS



- With the parent, review all the child's and family's needs discussed.
- Ensure that the parent agrees with the summary.



Based on what we've just discussed, my understanding is that the needs of the child and the family are [...].

Does that match your understanding?

Child's needs

Family's needs

Professional's additional notes *(optional)*

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SECTION 3. PRIORITIZATION OF NEEDS

3.1 PRIORITIZATION OF NEEDS



- Working in cooperation with the parent, rank the identified needs in order of importance.



Of all the needs we have identified, which ones are most important to you?
What do you think about making this [need] the first priority to tackle?

Need 1:

Need 2:

Need 3:

Need 4:

3.2 SCREENING

- Assess the need for screening using a standardized tool to gather more information.

Does the needs analysis indicate the need for screening using a standardized tool?

☐ Yes ☐ No

> **Continue filling out the grid regardless of the response. The next section focuses on referrals to services.**

If "yes", please specify:

☐ ASQ-3

☐ ASQ-SE-2

☐ IMBDC

☐ M-CHAT-R/F

☐ SCQ

☐ HIBOU

☐ Other:

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SECTION 4. REFERRAL TO SERVICES

 **Step 1** > Work with the parent to identify the most appropriate services to address the needs prioritized in [section 3.1. Prioritization of Needs](#).

To do so:

- Consider the entire local service network:
 - the establishment's in-house services
 - external services (e.g., community organizations, municipal cultural and recreational services).
- Identify services already available in the child's living environment and explore opportunities for collaboration.
- Consider the referrals already indicated in the file (e.g., child development profile, intervention plan).

Step 2 > Agree with the parent on the most appropriate service(s) and refer the parent to those services.

Step 3 > Inform the parent of the next steps following the needs analysis.

- Verify whether the services received to date, if any, have met the child's needs.

1. Services explored:

2. Services selected:

3. Next steps:

Supplementary notes

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DIVING DEEPER 1: ENCOURAGING DISCUSSION OF THE CHILD'S DEVELOPMENT

This section suggests questions and points of reference designed to facilitate discussions with the parent.

- The lists of points of reference are not exhaustive, and professional judgment should be exercised.
- This content is provided to enrich the conversation but is not designed to identify specific difficulties affecting the child (as a standardized screening tool would).

SPHERES OF DEVELOPMENT	POINTS OF REFERENCE	
Motor skills	Gross motor skills	Fine motor skills
 How does your child move and get around (e.g., walking, running, jumping)?	• Balance • General coordination	• Grasping objects • Manipulating objects
 How does your child handle small objects and perform precision tasks (e.g., cutting, colouring, using cutlery)?		
Language skills	Comprehension	Communication
 Do you feel that your child clearly understands what is said to them (e.g., instructions, stories, requests)? Please give me some examples to help me understand.	• Understanding instructions • Passive vocabulary (e.g., words understood) • Interest in communication • The child’s reaction when they do not understand (impact of comprehension challenges)	• Pronunciation of sounds • Active vocabulary (e.g., words spoken) • Desire to communicate • Manner of communicating (gestures, words, sentences) • Ability to make him- or herself understood (e.g., by whom, how, how often) • The child’s reaction when not understood
 Do you feel that your child is able to make themselves clearly understood (e.g., varied vocabulary, use of gestures)? Please give me some examples to help me understand.		
Social-emotional domain	Self-regulation, emotions and behaviours	Interpersonal relationships and social skills
 How does your child experience emotions (e.g., managing emotions, extreme emotional responses, handling change)?	• Expressing emotions • Regulating emotions • Behaviours (e.g., reactions, tantrums, defiance, withdrawing) • Stress, anxiety, phobias • Ability to collaborate and adapt (e.g., changes, new situations) • Parental sensitivity (e.g., affection, responsiveness, behaviour modelling)	• Ability to make and maintain connections with others • Social skills (e.g., greeting, sharing, cooperating, playing)
 How does your child act when playing with other children or spending time with adults?		
Cognitive domain	Cognitive development	
 Tell me about your child’s interest in learning and/or solving problems (e.g., puzzles, building blocks, board games).	• Learning (e.g., acquiring knowledge and skills, reasoning and problem-solving) • Participation in stimulating activities (e.g., reading with an adult)	
 Is your child able to concentrate for short periods of time? Please provide some examples to help me understand.		

DIVING DEEPER 2: ENCOURAGING DISCUSSION OF WHAT THE FAMILY REQUIRES TO SUPPORT THE CHILD

This section suggests questions and topics designed to facilitate discussions with the parent.

- The lists of topics are not exhaustive, and professional judgment should be exercised.
- This content is provided to enrich the conversation but is not designed to identify specific difficulties affecting the parent.

FAMILY FUNCTIONING AND PARENT’S WELL-BEING		TOPICS TO BE EXPLORED	
 How are you feeling in your role as a parent these days?		• Balance across different spheres of life - Mental load - Allocation/performance of family tasks - Involvement in services: availability and interest • The adult’s capacity for self-regulation - Times when it is more difficult for the adult - Resources used • Dynamic among family members (e.g., siblings, co-parenting relationship, marital relationship) • Beliefs and values - Related to the child’s development (e.g., realistic expectations) - Cultural, spiritual and family-related • Parent’s overall health • Difficult life events (e.g., separation, illness, death) • Support - Social (e.g., presence, quality and perception of the social network) - Access to resources and to health and social services	
 Are there any specific aspects of your family situation that might help us better understand your child or your ability to access services?			
 How is your overall health (physical, mental and social well-being)?			
ASSISTANCE TO HELP YOU SUPPORT YOUR CHILD		TOPICS TO BE EXPLORED	
At home		• Access to services and resources • Material support (e.g., appropriate clothing, access to essential goods, adapted housing) • Financial support (e.g., supplement for handicapped children, government assistance) • Social support (e.g., presence of a support network, parent’s perception of their social network)	
 Have you tried any strategies to support your child’s development?	 Do you or other family members need any assistance to support your child with their development at home?		
Childcare or school setting		• Access to services available at the childcare establishment (e.g., childcare integration allowance) • Material support (e.g., appropriate clothing, access to adapted equipment)	
 Does your child’s educational institution need assistance to help your child with their development?			

DEFINITIONS

Cultural safety: This approach acknowledges the inequities experienced by First Nations, Métis and Inuit people and seeks to address these disparities through practices that bolster safety.

Family: This term refers to parents, siblings, spouses, grandparents and all other significant members of the extended family.

Parent: This term is used broadly to refer to any person who has legal custody of the child and has a duty to raise and care for the child (e.g., biological parents, adoptive parents, spouses, legal guardians, foster parents, etc.). Note that the singular form is used throughout this document for the sole purpose of simplifying the text.

Shared decision-making: Shared decision-making involves a discussion between the health and social services professional and the client to make an informed choice.

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These recommendations were developed using a systematic approach and are supported by the scientific literature as well as by the knowledge and experience of Québec professionals with various specialties and areas of expertise. For further information, visit insss.qc.ca.

For more information, and specifically to view sources, please see the **report associated** with this clinical tool.

If you have any questions regarding clinical tools, please write to: info-outils.cliniques@insss.qc.ca.

