



## Partnering with Families to Support Referral and Evaluation

### LEARN FROM FAMILIES

**Families know their children better than anyone else and have valuable information to share with you.**

- Ask families about their children’s skills, abilities, and interests, as well as areas that they may be concerned about or may need support with.
- Find out if families have shared their concerns with others (for example, pediatricians, other family members, friends).
- Learn from families what their priorities are for supporting their children’s developmental needs.

### SHARE WITH FAMILIES

**Sharing information with families helps them become actively involved in their children’s development and learning.**

- Share observations with families about their children’s progress in relation to areas of concern.
- Provide information to families, including what to expect during the referral process, and specific resources related to the diagnostic evaluation.

### COLLABORATE WITH FAMILIES

**Remember, families are your partners in supporting children’s development and learning.**

- Provide information related to the evaluation, and, if you offer to locate additional resources for the family, be sure to follow through.
- Check in with families throughout the referral process to see if there is any additional support you can offer.
- Remain positive and reassuring with families.



### Supporting Referral and Evaluation

#### Taking It Home—Partnering with Teachers/Providers around Diagnostic Evaluation

As a family member, you have knowledge about your child that no one else has. When you are concerned about your child's progress, you can share these concerns with your child's teacher/provider. If you decide that a diagnostic evaluation is needed, you can partner with your child's teacher/provider through this process.

Here are some ideas for how to communicate with your child's teacher/provider while participating in a diagnostic evaluation.

### SHARE INFORMATION ABOUT YOUR CHILD'S DEVELOPMENT.

- Share information with your child's teacher/provider about how your child has developed since birth. Did your child meet developmental milestones along the way? When did you first become concerned?
- Discuss any concerns that you currently have about your child's development.

Communicating this information helps teachers/providers be more aware of your child's development and will help complete the whole picture of your child's development.

### DISCUSS ANY QUESTIONS OR CONCERNS ABOUT THE DIAGNOSTIC EVALUATION.

- Talk openly about the diagnostic evaluation process. Share any concerns you might have about the process or outcomes.
- Communicate with your child's teacher/provider if you feel the evaluation process is not addressing your concerns.
- Share ways that you would like your child's teacher/provider to support your family through this process. What information about your child would you like the teacher/provider to share with the diagnostic team?

Communicating this information helps teachers/providers be more aware of how you feel about the diagnostic evaluation process. This awareness, in turn, will help them provide any additional support that your family may need.

### BE ACTIVE IN COMMUNICATING WITH YOUR CHILD'S TEACHER/PROVIDER.

- Keep your child's teacher/provider informed of any new developments in the evaluation process.
- Request to meet with your child's teacher/provider outside of program time, to discuss any concerns or questions or to share outcomes.

To learn more about when to be concerned about your child's development, check out the following resource:  
[http://www.dds.ca.gov/EarlyStart/docs/ReasonsforConcern\\_English.pdf](http://www.dds.ca.gov/EarlyStart/docs/ReasonsforConcern_English.pdf).