

Impact Assessment Profile

Part III

CURRENT AREAS OF IMPACT for *Personal Program Plan*

Child's Name:		Facility Name:			Please list supports provided: For Example: Supporting Professionals: Psychologist; Occupational Therapist; Physical Therapist; Speech Language Pathologist Other agencies: Kinsmen Children's Centre, Wascana Rehabilitation Centre; Early Childhood Intervention Programs; Cognitive Disabilities Strategy; Autism Resource Centre; CNIB OR Early Childhood Educator	Comments	
Consideration must be given to what is "age appropriate" for the child. "Age Appropriate" refers to the assistance and/or supervision typically required for the age group of the child. Example: It is appropriate for a toddler to require assistance with toileting.							
Child's Age:	None	Intermittent	Active	Intensive	Please also list relevant medical information such as medications; medical routines/therapies; use of aids and/or equipment:		
Activity Completion	No support required- child is able to complete activities as appropriate for age	Occasional verbal guidance needed to complete activities	Consistent support - needs active guidance to complete tasks, has difficulty focusing on activities	On-going continuous support in attempt to complete an activity and/or moves quickly from one activity to the next without engaging			
Activity Transition	No support required beyond what is age appropriate for moving from one activity to another	Occasional support required - verbal reminders and guidance, may use a visual timer to assist with transitions	Consistent support - some behavioural reactions, takes longer to adjust to new activities	On-going continuous support - major difficulties with activity transitions			
Safety	No support required - aware of safety rules and complies with them	Occasional support required - to ensure no harm to self or others	Consistent support - requires frequent supervision & prompting to ensure no harm to self or others	On-going continuous support - intensive supervision and structured behavioural intervention to ensure no harm to self or others			
Interactions with Peers and Others	No support required - interacts well with peers &/or others	Occasional support required - verbal reminders and guidance to be able to share and get along with others	Consistent support - intervention for turn-taking, sharing, withdrawn behaviour, aggression, but responds to limits set	On-going continuous support - major difficulties responding to limits, often refuses to comply, aggressive to self or others, very isolated from other children			
Self Regulation	No support required - able to monitor & self-regulate emotions & resulting behavior; to respond with age-appropriate responses to interests, people & environment.	Occasional support required - to monitor & self regulate emotions &/or behavior; to respond age-appropriately with interests, people &/or environment.	Consistent support - interventions required to self monitor & regulate emotions &/or behavior; to respond age-appropriately to interests, people & environment	On-going continuous support - multiple interventions required to teach/learn about self monitoring & subsequently self-regulating emotions & behavior.			
Other							

Social- Emotional Development