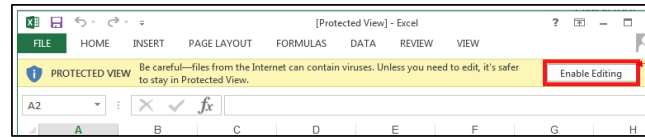


**In-Home/Parent Training
Needs Assessment
Navigation Page**

Instructions for use:



Click 'Enable Editing' to release the file from Protected View.

Working with the student's parent(s) and teacher(s), answer each question with relation to behaviors performed at school and home/community.

Key:

Independent - Able to perform task/skill independently (more than 80% of the time)

Usually - Able to perform task/skill with minimal/partial prompts (60% – 79% of the time)

Sometimes - Able to perform task/skill with several/full prompts (40% – 59% of the time)

Rarely - Task/skill Not presently acquired (Less than 40% of time)

**** Ultimately, eligibility is determined by the ARD committee; severity and present level of academic and functional performance (PLAAFP) and areas of need are determined by the in-home training assessment team in collaboration with teachers and parents. Use this assessment as only one of your tools in making ARD decisions.**

***** Home rating is developed collaboratively between In Home Trainer and parent**

***** School rating is developed collaboratively between In Home Trainer and classroom teacher**

Student Name:

Campus:

Parent(s)

DOB: Grade:

Person completing evaluation:

Date of Report:

***Provided by ESC Region 11**

Adapted from the assessment developed by Curt Johnson & Amanda Foy, in conjunction with workshop participants at the 25th Annual Texas Autism Conference

Communication

HOME (Parent/Guardian)

Compared to your child's performance at school, at home your child can:		Independent	Usually	Sometimes	Rarely
1	understands directions (receptive language)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	express his/her feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	express wants & needs/requesting/manding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	indicate choice when given two items	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	ask for help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	engage in age appropriate reciprocal conversation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In-Home Observation:

SCHOOL (Teacher)

At school, the student can:		Independent	Usually	Sometimes	Rarely
	understands directions (receptive language)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	express his/her feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	express wants & needs/requesting/manding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	indicate choice when given two items	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	ask for help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	engage in age appropriate reciprocal conversation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

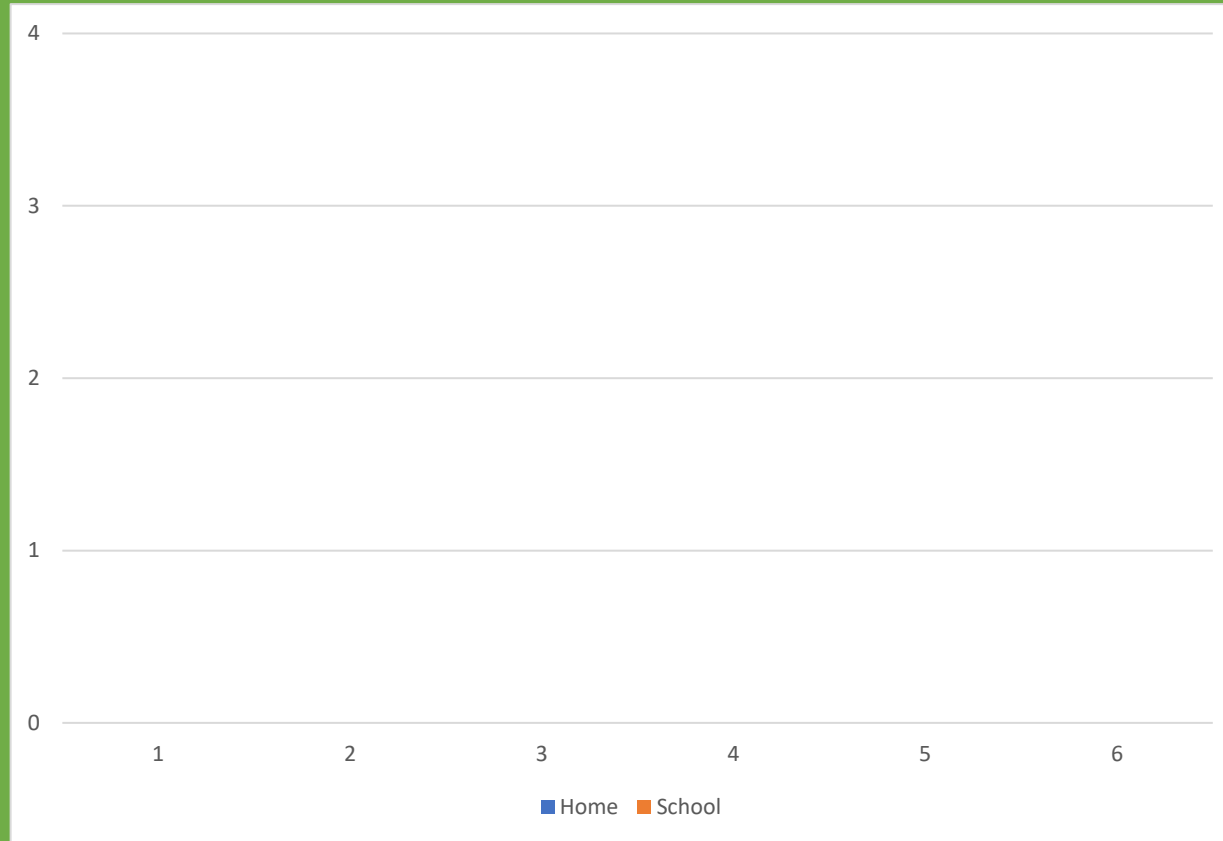
School Observation / Teacher Comments:



Return to the Main Navigation tab

More Need

Less Need



Self-Help

HOME (Parent/Guardian)

	Compared to your child's performance at school, at home your child can:	Independent	Usually	Sometimes	Rarely
1	use the restroom independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	take care of his/her age appropriate grooming needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	dress him/herself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	eat independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	complete home chores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	wash independently (incl. washing hands/face/shower)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In-Home Observation:

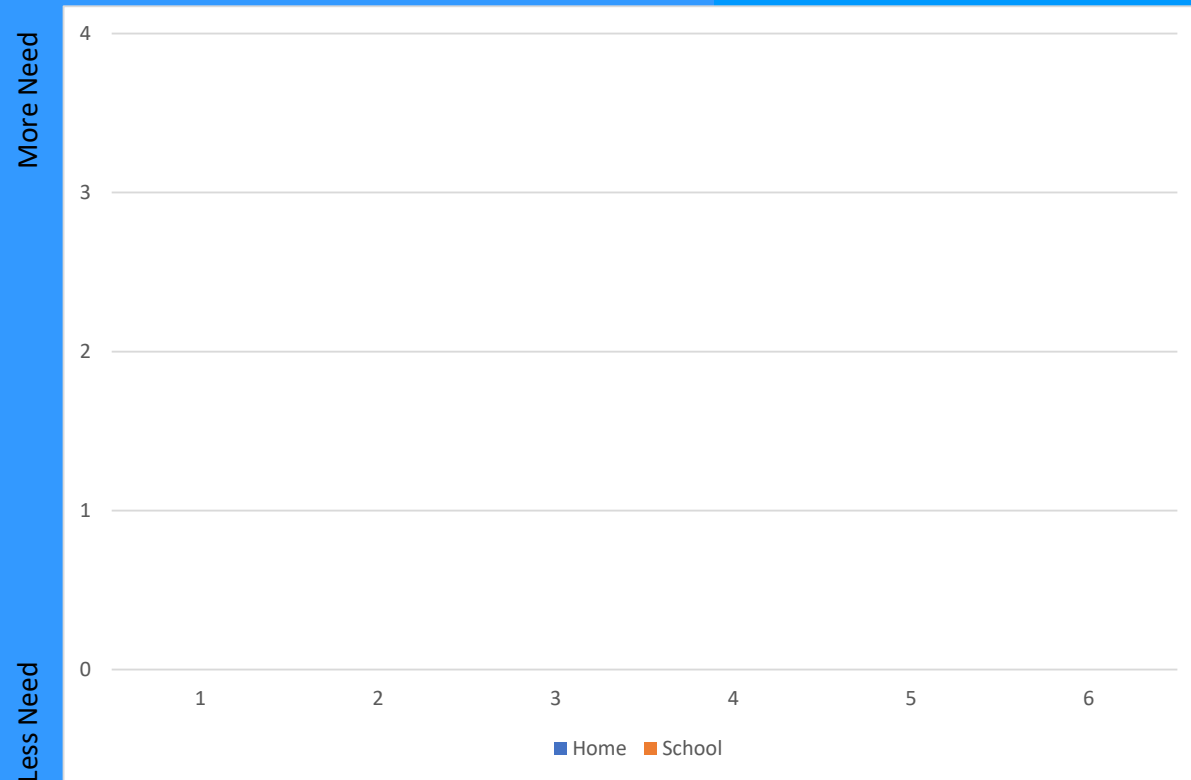
SCHOOL (Teacher)

	At school, the student can:	Independent	Usually	Sometimes	Rarely
	use the restroom independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	take care of his/her age appropriate grooming needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	dress him/herself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	eat independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	complete school chores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	wash independently (incl. washing hands/face/etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

School Observation / Teacher Comments:



Return to the Main Navigation tab



Socialization

Socialization

HOME (Parent/Guardian)

	Compared to your child's performance at school, at home your child can:	Independent	Usually	Sometimes	Rarely
1	follow the rules of simple games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	maintain appropriate limits with strangers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	take turns with others in conversation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	respond appropriately to greetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	initiate age appropriate play with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	share with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In-Home Observation:

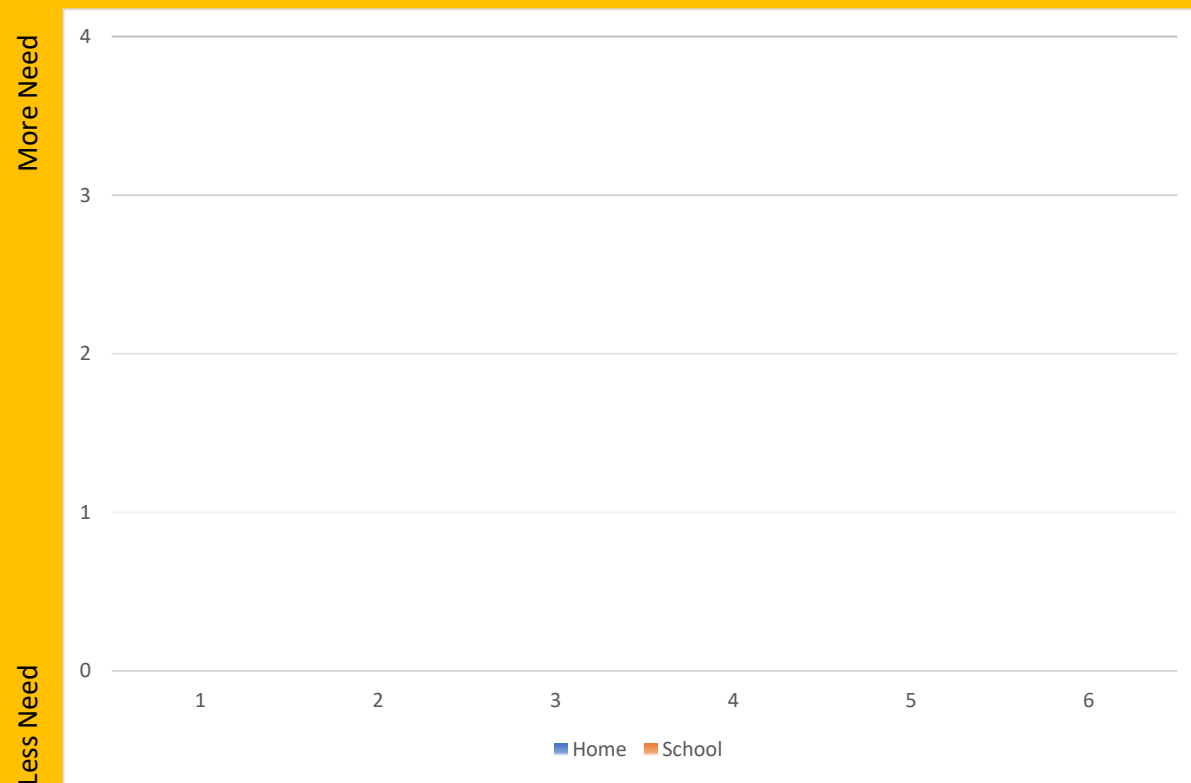
SCHOOL (Teacher)

	At school, the student can:	Independent	Usually	Sometimes	Rarely
	follow the rules of simple games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	maintain appropriate limits with strangers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	take turns with others in conversation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	respond appropriately to greetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	initiate age appropriate play with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	share with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

School Observation / Teacher Comments:



Return to the Main Navigation tab



Community

HOME (Parent/Guardian)

	Compared to your child's performance at school, at home your child can:	Independent	Usually	Sometimes	Rarely
1	use a public restroom independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	give personal information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	request a break when needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	can ask authority figures for asisstance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	follow car safety rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	age appropriate interaction with others in community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In-Home Observation:

SCHOOL (Teacher)

	At school, the student can:	Independent	Usually	Sometimes	Rarely
	use a school restroom independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	give personal information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	request a break when needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	can ask authority figures for asisstance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	follow bus safety rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	age appropriate interaction with others in the school community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

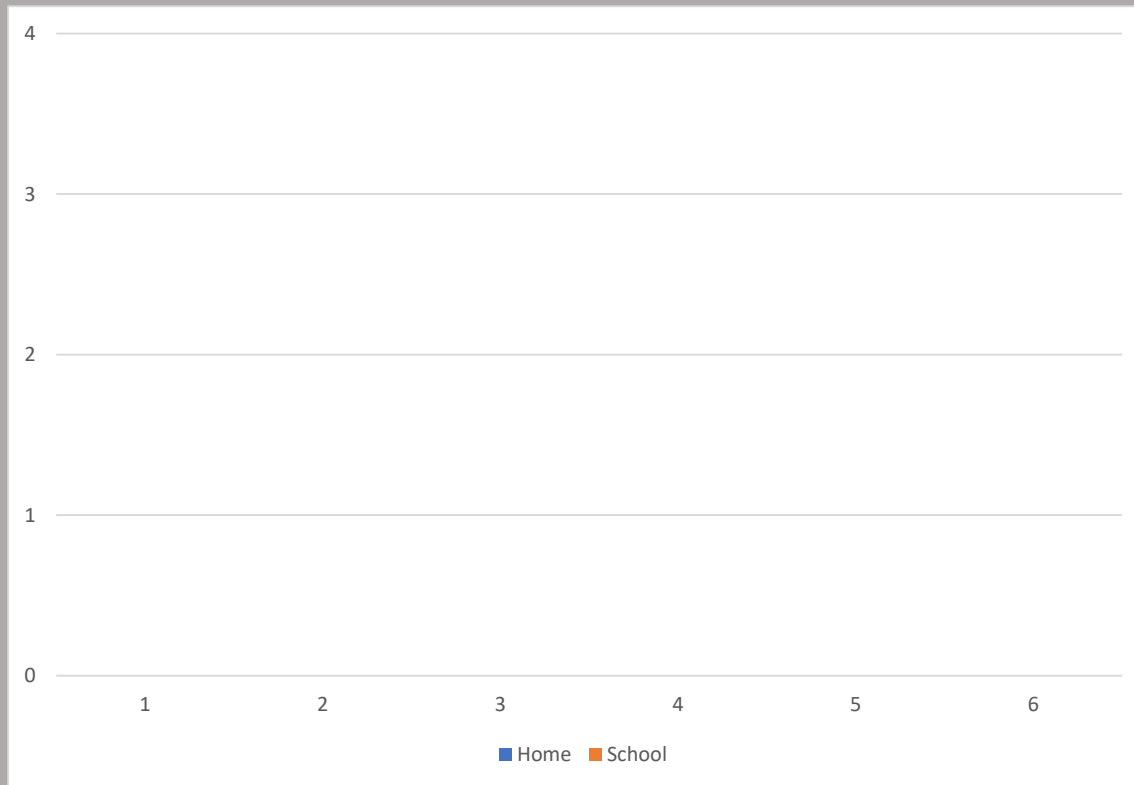
School Observation / Teacher Comments:



Return to the Main Navigation tab

More Need

Less Need



Behavior

HOME (Parent/Guardian)

	Compared to your child's performance at school, at home your child can:	Independent	Usually	Sometimes	Rarely
1	comply with rules and follows adult directions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	accepts no for an answer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	have appropriate use of hands and/or body	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	be safe and not engage in self-injurious/aggressive behaviors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	wait patiently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	avoid elopement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In-Home Observation:

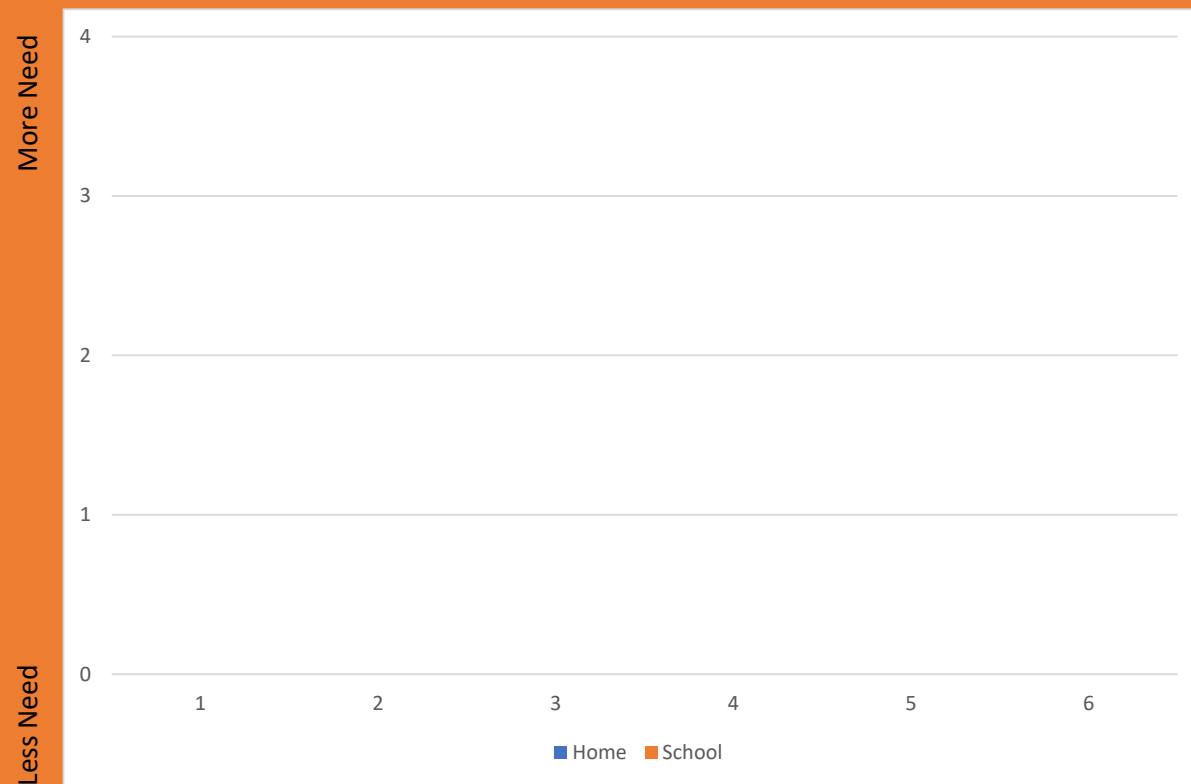
SCHOOL (Teacher)

	At school, the student can:	Independent	Usually	Sometimes	Rarely
	comply with rules and follows adult directions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	accepts no for an answer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	have appropriate use of hands and/or body	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	be safe and not engage in self-injurious/aggressive behaviors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	wait patiently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	avoid elopement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

School Observation / Teacher Comments:



Return to the Main Navigation tab



Routines

HOME (Parent/Guardian)

	Compared to your child's performance at school, at home your child can:	Independent	Usually	Sometimes	Rarely
1	tolerate changes to routine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	transition to new tasks when prompted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	follow a home routine/schedule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	get ready for bed independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	start a task when directed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	keep materials organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In-Home Observation:

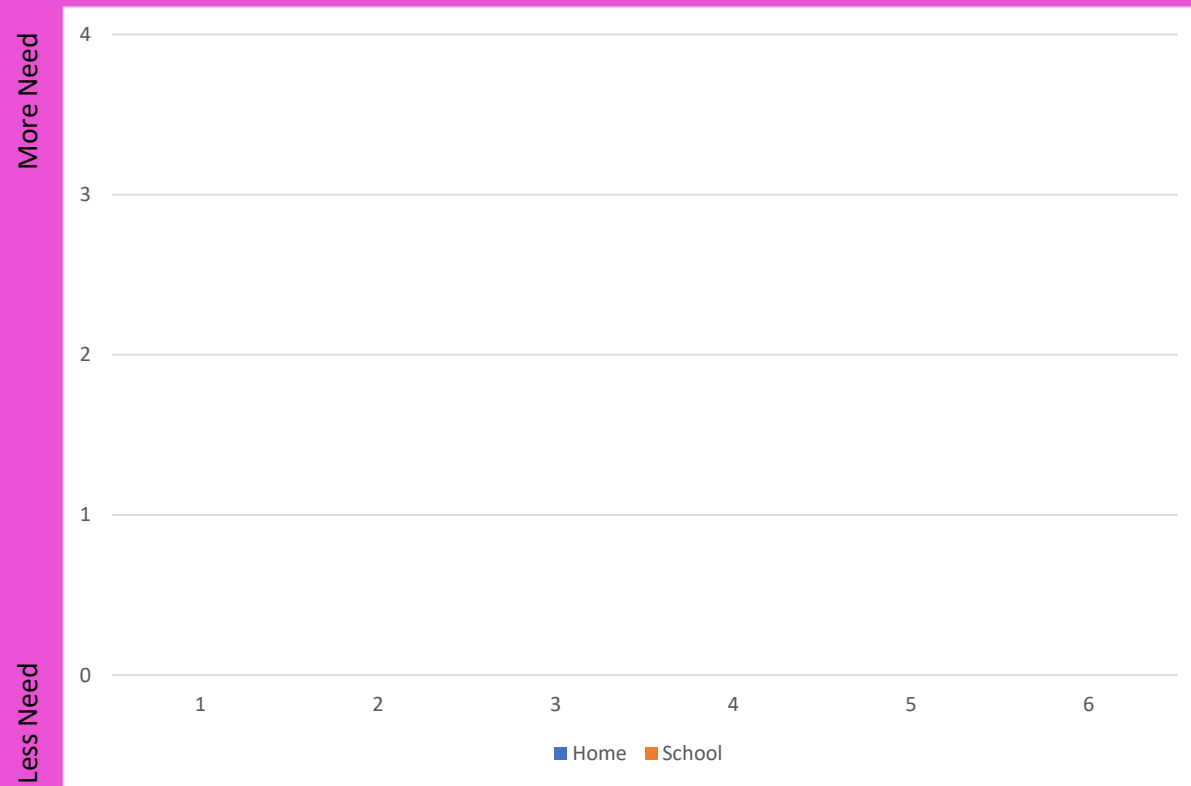
SCHOOL (Teacher)

	At school, the student can:	Independent	Usually	Sometimes	Rarely
	tolerate changes to routine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	transition to new tasks when prompted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	follow a class routine/schedule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	get ready for class independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	start a task when directed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	keep materials organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

School Observation / Teacher Comments:



Return to the Main Navigation tab



Parent Interview



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1. What does your child like? (Ex: food, activities, stimulating objects, toys, games, TV shows)?

2. How does your child communicate with you?

3. How does your child do in the area of self- help? (eating, bathing, grooming, etc.)

4. Does your child follow a specific routine, or schedule at home?

5. What are the specific behaviors that interfere with your family life?

6. What happens before your child exhibits inappropriate behavior? (ex: temper tantrums, hitting, screaming)?

7. What has worked for you to get your child to do what you want him/her to do? What has not worked?

8. What system of rewards and consequences do you use?

9. What are some things your child does at school that you don't see them do at home or in the community? Vise-versa?

10. What skills could your child learn that would most benefit your family?

11. What is your family routine? Am/PM/Weekend?

12. What do you want to know more about?

- ☐ I need to know about self-care skills.
- ☐ I need information about behavior.
- ☐ I need help with social skills for my child.
- ☐ I need to know how to help my child develop better communication skills.
- ☐ I need to know more about my child's disability.
- ☐ I need to know more about resources for my child and myself.
- ☐ I need help with future planning for my child.
- ☐ I need help decreasing self-stimulatory behaviors.

Other:

Parent Needs Comparison

**The graph on this tab represents the needs according to the parent(s)'s answers/responses on the IHT assessment.

- Communication - Home

■ Self-Help - Home

■ Socialization - Home

■ Community - Home

■ Behavior - Home

■ Routines - Home

0%



Return to
the Main
Navigation
tab



In-Home Training Evaluation Summary

****this text can be deleted****

**Add Your
District/Charter Logo Here**

Student Name: _____

Campus: _____ Date: _____

Person completing evaluation: _____

Records Review

- ☐ IEP
- ☐ Intervention data/graphs
- ☐ Other: _____

Records Review Summary

Communication Evaluation Summary

- ☐ No needs in the area of Communication
- ☐ Needs in the area of Communication (briefly describe recommendations):

Self-Help Evaluation Summary

- ☐ No needs in the area of Self-Help
- ☐ Needs in the area of Self-Help (briefly describe recommendations):

Socialization Evaluation Summary

- ☐ No needs in the area of Socialization
- ☐ Needs in the area of Socialization (briefly describe recommendations):

Community Evaluation Summary

- ☐ No needs in the area of Community
- ☐ Needs in the area of Community (briefly describe recommendations):

Behavior Evaluation Summary

- ☐ No needs in the area of Behavior
- ☐ Needs in the area of Behavior (briefly describe recommendations):

Routines Evaluation Summary

- ☐ No needs in the area of Routines
- ☐ Needs in the area of Routines (briefly describe recommendations):

Based on the IHT assessment:

- ☐ IHT sessions are recommended
Number of sessions and duration recommended:

- ☐ IHT sessions are NOT recommended

Signature of District Personnel:

Parent Training Evaluation Summary

****this text can be deleted****

**Add Your
District/Charter Logo Here**

Student Name: 0

Campus: 0

Date: 1/0/1900

Person completing evaluation: 0

Parent Interview Summary:

Based on the Parent Interview:

- ☐ Parent Training sessions are recommended

Number of sessions and duration recommended:

- ☐ Parent Training sessions are NOT recommended

Signature of District Personnel: