

EI/ECSE Standard 4
Component 4.3
Overview & Speaker Notes

Intended Audience:

Overview for Facilitators:

ECPC has developed an anchor presentation for each of the Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE). The components under each standard are presented separately. The materials are designed for an in-service professional development (PD) program but can be used in a pre-service teacher preparation course. This resource will increase professionals' ability to address each of the EI/ECSE standard and components. Additional materials for each standard can be found on the ECPC Website: [Curriculum Module | The Early Childhood Personnel Center \(ecpcta.org\)](https://www.ecpcta.org)

Speaker Notes

The speaker notes provide a narrative and activities for each slide. You will see speaker notes for most of the slides within the slide deck. The notes provide additional details about the information on a particular slide, including the context for the information and key points. The notes are a guide, and speakers should feel free to modify these as needed. Please note the following:

- The narrative is a sample script for the presenter. Although you may read it verbatim, speaker notes are intended as a guide for the presenter, and you may modify them as needed.

Materials Required for face to face

1. Share the outline with timelines for the training (build in breaks)
2. Conduct an opening activity (introductions/ice breaker)
3. Computers or tablets with internet access for participants (if possible)
4. Handouts
5. Projector with audio capable for playing video with speakers
6. Presentation slides with speaker notes
7. Develop an evaluation tool for all attendees (e.g., continuous improvement activity)

Materials Required for virtual

1. Distribute the link to the online platform in advance
2. Share the outline with timelines for the training (build in breaks)
3. Conduct an opening activity (introductions/ice breaker)
4. Determine how participants will receive handouts and materials, on the cloud, using a storage platform (e.g., dropbox, google, etc.)
5. Platform to share presentation (e.g., zoom, teams, etc.) with polling questions prepared in advance and breakout room capability
6. Upload or send handouts in advance or through platform (insert through chat)
7. Download videos ahead of time to prepare for low bandwidth from slide deck

8. Share screen capability (be sure to enable sound for videos)
9. Develop an evaluation tool for all attendees (e.g., continuous improvement activity)

Objectives for Standard 4, Component 4.3:





After participating in this professional learning opportunity, participants will be able to:




- Describe the purpose and content of the strengths-based formal assessment report
- List strengths-based teaming and communication strategies for sharing assessment results with families and other professionals




Outline of Session Activities



Topic	Slides	Activity
Introduction/Objectives	1-4	
Function of early intervention evaluation	5	
Purpose of Assessment Report/feedback to families	6	
Synthesizing & interpreting assessment results	7-8	
Linking Authentic assessment to effective intervention using:	9	
Family centered practices in assessment	10	
Strength-based Approach	11	
Family-Centered and Strength-Based Evaluation Reports: 2 Basic Concepts	12	
Making Evaluation Summaries Easy To Understand	13	
Evaluations always include:	14	
How Will Families Respond? Strengths-Based and Family-Centered Evaluation Summaries	15-17	Discussion Activity (Slide 16)
How Will Families Respond? Culturally and Linguistically Diverse (CLD) Families	18	
Collaborating With Interpreters During Meetings With Families	19	Video (Slide 19)
IFSP/IEP Planning: Family-Centered Practice	20-21	
Participatory Practices	22	
Support Family Well-Being	23	
Using Assessment Results for Planning: Cross-Disciplinary Collaboration With Families	24	
Strategies for effective collaboration between professionals/families	25-28	Video (Slide 27) Activity (Slide 28)
References & Resources	29-30	




Speaker Notes with Slides




Slide 1	<p style="text-align: center;">Assessment Process Initial Practice-Based Professional Preparation Standards Early Interventionists/Early Childhood Special Educators 4.3</p> <hr/>  <p style="text-align: center;"><small>Early Childhood Professional Center www.ecpc.org</small></p>	
Slide 2	<p style="text-align: center;">Standard 4</p> <p>Candidates know and understand the purposes of assessment in relation to ethical and legal considerations. Candidates choose developmentally, linguistically, and culturally appropriate tools and methods that are responsive to the characteristics of the young child, family, and program. Using evidence-based practices, candidates develop or select as well as administer informal measures, and select and administer formal measures in partnership with families and other professionals. They analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals for eligibility determination, outcome/goal development, planning instruction and intervention, monitoring progress, and reporting.</p> <hr/>  <p style="text-align: center;"><small>Early Childhood Professional Center www.ecpc.org</small></p>	
Slide 3	<p style="text-align: center;">Component: 4.3</p> <ul style="list-style-type: none">• Candidates analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals. <hr/>  <p style="text-align: center;"><small>Early Childhood Professional Center www.ecpc.org</small></p>	
Slide 4	<p style="text-align: center;">Objectives</p> <ul style="list-style-type: none">• Describe the purpose and content of the strengths-based formal assessment report• List strengths-based teaming and communication strategies for sharing assessment results with families and other professionals <hr/>  <p style="text-align: center;"><small>Early Childhood Professional Center www.ecpc.org</small></p>	

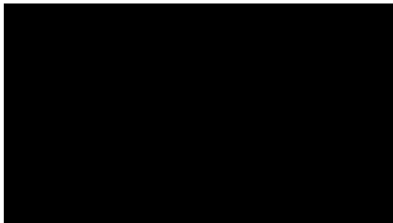
<p>Slide 5</p>	<p style="text-align: center;">Function of Early Intervention Evaluation</p> <ul style="list-style-type: none"> • Assess five developmental domains: functioning is examined systematically and comprehensively • Establish eligibility for services • Provide baseline for skill attainment over time • Formulate recommendations for intervention • Generate short-term goals for intervention planning <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p>	<p>(McLean, Wolery & Bailey, 2010)</p>
<p>Slide 6</p>	<p style="text-align: center;">Purpose of Assessment Report/Feedback to Families</p> <ul style="list-style-type: none"> • Creates a basis for intervention • Organizes observations • Presents, integrates and interprets data • Creates a record for future reference • Generates recommendations • Presents the “big picture” <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p>	<p>Towle, P., Farrell, A.F., Vitalone-Raccaro, N. (2008).</p>
<p>Slide 7</p>	<p style="text-align: center;">Synthesizing and Interpreting Assessment Results</p> <ul style="list-style-type: none"> • Results are reported across domains – Interdisciplinary data combined to create a permanent record • Cross-disciplinary collaboration is needed to create a functional and family-friendly summary report • High-quality assessment synthesis and reporting necessary for effective IFSP/IEP planning <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p>	<p>The IFSP/IEP evaluation process is necessarily multidisciplinary, and should include multiple assessment tools and sources of data across settings.</p> <p>The challenge of pulling the results of assessment together is an important one, as it “memorializes” the assessment process in a sense and serves as a basis for EI planning. (Towle et.al., 2008)</p> <p>In order to present meaningful information in a summarized form to families, there must be a system of communication between field-specific specialties. For example, a child who has cerebral palsy might have a PT, SLP, OT-specific assessment in addition to a comprehensive developmental assessment. In order for the results of the evaluation to be usable to the family and to the early education team, results need to be about the child’s functioning, not simply about test scores.</p> <p>Data from each domain needs to be tied together to explain how the functioning in</p>




		<p>each domain impacts the child’s current level of functioning and how to plan intervention based on that knowledge.</p> <p>The experience of being involved in assessment, and of finding out about the results of assessment – is not separate from the process of intervention. The experience families have during the process of assessment lay the groundwork for their engagement with and understanding of the planning and intervention process.</p>
<p>Slide 8</p>	<p style="text-align: center;">Potential Pitfalls</p> <ul style="list-style-type: none"> • May create a picture that does not resonate with families: pathology or deficit-based approach • May not represent an accurate range of child capabilities • May oversimplify complex information or “pull” for specific services <p style="text-align: center;"> Early Childhood Personnel Center www.ecpc.org</p>	<p>Facilitator may ask: why might an evaluation report often be written in deficit-based language, even though this perspective often feels like de-valuing their child to families?</p> <p>If desired, facilitator can create discussion around this article: https://www.thenation.com/article/society/parenting-disability-down-syndrome/</p>
<p>Slide 9</p>	<p style="text-align: center;">Linking Authentic Assessment to Effective Intervention Using:</p> <ul style="list-style-type: none"> • Family centered practices • Strength-based approaches • Cultural relevance/responsiveness • Interdisciplinary collaboration/systems focus • Transdisciplinary collaboration/systems focus <p style="text-align: center;"> Early Childhood Personnel Center www.ecpc.org</p>	<p>Assessment should include these functions across phases and purposes. When organizing and reporting on assessment results, providers need to hold each of these functions in mind when they are preparing to share results with families</p>
<p>Slide 10</p>	<p style="text-align: center;">Family-Centered Practices in Assessment</p> <ul style="list-style-type: none"> • Service providers equal partners, families experts on their child(ren) and family • Recommendations align with family concerns and priorities • Maintain confidentiality and educate parents on their rights within the system <ul style="list-style-type: none"> • Family Educational Rights and Privacy Act (FERPA) • Use jargon-free and effective communication <p style="text-align: center;"> Early Childhood Personnel Center www.ecpc.org</p>	<p>Facilitator can use the link to access in-depth information about family centered practices</p> <p>See: Bezdek, J., Summers, J. A., & Turnbull, A. (2010). Professionals’ attitudes on partnering with families of children and youth with disabilities. <i>Education and Training in Autism and Developmental Disabilities</i>, 45(3), 356-365</p> <p>https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html</p>




<p>Slide 11</p>	<p style="text-align: center;">Strength-Based Approach</p> <ul style="list-style-type: none"> • Concentrates on the inherent <i>strengths</i> of children and their families • It is a philosophy and a way of viewing children and their families as resourceful, resilient, and self-determined <hr/> <p style="text-align: center;"></p>	<p>The child that EI/ECSE providers report out on needs to match the child that the family knows better than anyone else, and demonstrates the respect and value that every child deserves, no matter what</p> <p>See: Green, B. L., McAllister, C. L., & Tarte, J. M. (2004). The strengths-based practices inventory: A tool for measuring strengths-based service delivery in early childhood and family support programs. <i>Families in Society</i>, 85(3), 326-334</p> <p>complex his or her needs might be</p>
<p>Slide 12</p>	<p style="text-align: center;">Family-Centered and Strength-Based Evaluation Reports: 2 Basic Concepts</p> <ul style="list-style-type: none"> • Families need to access and process the information intellectually – is the information easy to understand? • Families are always emotionally invested in the assessment process – how will families respond? <hr/> <p style="text-align: center;"></p>	<p>So, when we create evaluation reports, we always want to place the family centrally as an equal partner and expert of their child and employ a strength-based approach.</p> <p>Families need to be able to access and process information about assessment results – and can only do this if the information is presented clearly and functionally. If families are confused or overwhelmed, they won't easily be able to attend to what is often a barrage of information.</p> <p>This process of learning about often-complicated assessment results is made more complicated by the fact that family members are learning that their child is developing differently and this often sounds like “something is wrong”.</p> <p>As any parent/primary caregiver knows, this information is part of a journey towards acceptance, whether the challenge is brand new or ongoing, simple or complex. Every family goes through this differently.</p> <p>When service providers provide families with useful and strength-based information about their child's capabilities and challenges, they are holding children in a protected place as fully unique and valued.</p>


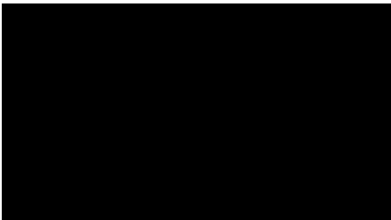


<p>Slide 13</p>	<p>Making Evaluation Summaries Easy To Understand</p> <ul style="list-style-type: none"> • Organized by domain rather than by assessment tool • Jargon-free and functional descriptions of child performance • Easy-to-read summaries by domain and summative paragraph at the end • Description objectives - free of opinion/ inferences 	<p>For instance, we wouldn't say that a child "didn't feel like" completing a 4-piece puzzle during the assessment.</p>
<p>Slide 14</p>	<p>Evaluations Always Include:</p> <ul style="list-style-type: none"> • Purpose of assessment • Methods and procedures used • Results • Who contributed to the assessment • Eligibility determination 	
<p>Slide 15</p>	<p>How Will Families Respond? Strengths-Based and Family-Centered Evaluation Summaries</p> <ul style="list-style-type: none"> • Presents the child as fundamentally competent • Delays described from the standpoint of ability • Intervention presented as a means to promote optimal functioning and inclusion • Adapted for primary language and culture of family 	<p>We expect all children – of all abilities – to be a fully-included member of their communities and culture, and best-practice assessment makes the barriers to being included visible</p> <p>Views the child as fundamentally competent (not flawed or broken) Delays are described from a standpoint of competence Intervention presented as a means to promote optimal functioning geared to quality-of-life outcomes, not to erase characteristics that are part of who they are Adapted for language and culture of family</p> <p>See: Towle, P., Farrell, A.F., Vitalone-Raccaro, N. <i>Early Intervention Evaluation Reports: Guidelines for Writing User-Friendly and Strength-Based Assessments.</i> Zero to Three, 2008</p>

<p>Slide 16</p>	<p>Activity: Strength-Based Language</p> <p>Revise the statements below:</p> <ul style="list-style-type: none"> • Carlos' expressive language is deficient • Sasha has very poor social skills • James lacks persistence and gave up quickly when making a block tower <hr/> 	<p>How can you be objective and descriptive while focusing on positive? It's not about avoiding the truth or minimizing concerns: it's about building momentum. Look for what is going well, it's an easier place to start.</p> <p>Ask the group how they might revise the statement above to be strength-based. The following slide will offer Ideas about strength-based language examples for these – advance only after the group has reported out their answers</p>
<p>Slide 17</p>	<p>Strength-Based Language</p> <p>Revised:</p> <ul style="list-style-type: none"> • Carlos uses some gestures, but does not yet use words to communicate his needs and wants • Sasha loves playing alone, but does not yet demonstrate age-typical social skills • James benefitted from adult support when he was working on making a block tower <hr/> 	
<p>Slide 18</p>	<p>How Will Families Respond? Culturally and Linguistically Diverse (CLD) Families</p> <ul style="list-style-type: none"> • Perceptions about disability/delay highly personal for all families • CLD families less likely to engage in EI/ECSE services • Every culture holds a unique view about typical development • Communication in family's primary language essential <hr/> 	<p><i>Facilitator may want to ask the group – what barriers may exist for culturally and linguistically diverse families as far as engagement with EI?</i></p> <p>For example, in some cultures, families of young children feel they are not good parents if they do not feed and dress them even when they are 2 or 3 years old, and may not understand goals around self-sufficiency/adaptive skills. A curious stance about what parents want for their children will increase the odds that culturally and linguistically diverse families will remain engaged in services. Ability to identify family concerns and priorities improves intervention outcomes!</p> <p>See: Wolfe, K., & Durán, L. K. (2013). Culturally and linguistically diverse parents' perceptions of the IEP Process: A review of</p>

		<p>current research. <i>Multiple Voices for Ethnically Diverse Exceptional Learners</i>, 13(2), 4-18.</p> <p>Zhang, C., Bennett, T. <i>Facilitating the Meaningful Participation of Culturally and Linguistically Diverse Families in the IFSP and IEP Process</i>. Focus of Autism and other Developmental Disabilities 18(1) 51-59, 2003.</p>
<p>Slide 19</p>	<p>Collaborating With Interpreters During Meetings With Families</p>  <p>ECPC Early Childhood Program Center www.ecpc.org</p>	<p>Facilitator: play the video and encourage discussion afterwards:</p> <p>What recommended strategies discussed in this video will you remember? Have you ever had the opportunity to work with an interpreter for any reason? If so, what worked well, and what were the challenges?</p> <p>https://www.youtube.com/watch?v=vp01thQBbeY&ab_channel=VEIPDVideos</p> <p>Also see: Acar, S., & Blasco, P.M. (2018). Guidelines for collaborating with interpreters in early intervention/early childhood special education. <i>Young Exceptional Children</i>, (21)3, 170-184</p>
<p>Slide 20</p>	<p>IFSP/IEP Planning: Family-Centered Practice</p> <ul style="list-style-type: none"> • Listening actively • Showing empathy • Respecting family perspectives <p>ECPC Early Childhood Program Center www.ecpc.org</p>	<p>How we are when we are listening to families is communicated in our facial expressions, the way we hold our bodies, and the way we listen deeply to what is being said rather than sticking rigidly to our own agendas in the moment. We try to let families tell their stories in their own way.</p> <p>Often when we are in complicated family situations in the home or in noisy meeting rooms in an early care setting, we feel overwhelmed and have a lot of things on our mind about what needs to get done.</p> <p>When we can slow down our own thoughts, and take some intentional deep breaths while we focus on what families are trying to tell us, IFSP/IEP meetings will go much more smoothly for everyone.</p>

<p>Slide 21</p>	<p style="text-align: center;">Active Listening</p> <p>Furthering response</p> <ul style="list-style-type: none"> • “can you tell me more about...” <p>Paraphrasing</p> <ul style="list-style-type: none"> • “It sounds like you...” <p>Responding to affect/emotion</p> <ul style="list-style-type: none"> • “I notice that you...” <p>Clarifying</p> <ul style="list-style-type: none"> • “I’m not sure I understand, can you explain that again?” <p>Summarizing</p> <ul style="list-style-type: none"> • “So let me make sure I understand...” <hr/> <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p>	
<p>Slide 22</p>	<p style="text-align: center;">Participatory Practices</p> <ul style="list-style-type: none"> • Consistently include families in decision-making process • Families use data from evaluation and information from all team members to make critical decisions • When family choices and priorities are valued, both family and child outcomes are enhanced <hr/> <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p>	<p>See: Dunst, Trivette, and Hamby (2007)</p>
<p>Slide 23</p>	<p style="text-align: center;">Support Family Well-Being</p> <ul style="list-style-type: none"> • Acknowledge unique circumstances and changing priorities • Consider social identities of all kinds <ul style="list-style-type: none"> • Culture, gender, sexuality, SES, marital status, age, neurodiversity/disability • Acknowledge stressors <ul style="list-style-type: none"> • Trauma, mental health issues, medical conditions <hr/> <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p>	<p>Focus on being respectful and non-judgmental for all these issues.</p> <p>An effective IFSP or IEP actively supports family wellbeing. When families are not doing well, they may struggle to make sure that the basic needs of the family are met, and may not be well-prepared to engage with the details of the intervention plan.</p> <p>EI/ECSE providers systematically gather information to develop a deeper understanding of families, their uniqueness, circumstances, and changing priorities. They consider factors such as social identities (e.g., culture, gender, sexuality, socio-economic status, marital status, and age) as well as stressors such as trauma, mental health issues, and medical conditions, as they build relationships, exchange knowledge and information, and plan for resources needed to function well across daily routines.</p> <p>At times, it may be most important to make referrals to resources that address concrete</p>

		<p>resources such as food, utilities, and housing, and/or to refer to services that address mental health or substance use concerns. When families signal their need for these resources, a door opens to improve child outcomes.</p>
<p>Slide 24</p>	<p>Using Assessment Results for Planning: Cross-Disciplinary Collaboration With Families</p> <ul style="list-style-type: none"> • Making sense of multiple sources of assessment from a range of service providers can be overwhelming to families and challenging for professionals • During the assessment and planning period, service providers can engage in effective communication to create a unified plan about sharing results with families 	
<p>Slide 25</p>	<p>Strategies for Effective Collaboration Between Professionals/Families</p> <ul style="list-style-type: none"> • Defining roles – Will one provider take the lead? How will each provider support the plan? • Exchanging information – obtaining consent to share across Team members 	<p>Defining roles – which provider will take the lead, and how will other providers support the plan? Might those roles change over time?</p> <p>Exchanging information – obtaining consent to share information across Team membership as approved of by the family. Team members may want to create a contact list with email, phone/text information, preferred method of communication, and best times to contact for sharing out with each other and with the family after consent is obtained.</p>
<p>Slide 26</p>	<p>Strategies for Effective Collaboration Between Professionals/Families</p> <ul style="list-style-type: none"> • Communication logs – developed collaboratively, easy to use, private -digital or physical (notebook) • Planned data-sharing: how will data will be measured and shared? • Regular meetings with Team/Family 	<p>Communication logs – developed collaboratively, easy to use, private. Can be digital on HIPAA-compliant shared document or physical (notebook)</p> <p>Planned data sharing - many different ways to take data, each team member should communicate early on about effective ways to gather data for their settings and purposes. Within an early childhood setting, or working in-home, team members can use anecdotal notes, running records, rating scales, or frequency counts embedded into daily routines during sessions. Teams should decide on the best mechanism for collecting and sharing data that will be easy,</p>

		<p>useful, and lead to information about progress toward identified outcomes. Video samples can be a wonderful way to collect data and collaborate as a team.</p> <p>See: Spence, C.M., Miller, D. et al. <i>When in Doubt, Reach Out: Teaming Strategies for Inclusive Early Childhood Settings</i>. <i>Young Children</i>, 76(1) 2021</p>
<p>Slide 27</p>	<p style="text-align: center;">Activity</p> <p>Watch the "IFSP Development" video on the next slide before discussing the following questions;</p> <ul style="list-style-type: none"> • Was this IFSP meeting conducted using a familycentered approach? Why or why not? • Did the team employ a strengthsbased approach? What examples can you give from the video to support your answer? • How did this team choose to collaborate in the course of this assessment report? <p style="text-align: center;"> Early Childhood Personnel Center www.ecpcc.org</p>	<p>(Facilitator will have the group watch this video to 10:10., then read the questions aloud). https://www.youtube.com/watch?v=yzIEOuZFao8</p>
<p>Slide 28</p>	<p style="text-align: center;">Activity</p> <div style="text-align: center;">  </div> <p style="text-align: center;"> Early Childhood Personnel Center www.ecpcc.org</p>	<p>(Facilitator will have the group watch this video to 10:10., then read the questions aloud). https://www.youtube.com/watch?v=yzIEOuZFao8</p>
<p>Slide 29</p>	<p style="text-align: center;">Resources and References</p> <ul style="list-style-type: none"> • Standard 4: Assessment Processes The Early Childhood Personnel Center (ecpcta.org) • Spence, C.M., Miller, D. et al. (2021). <i>When in Doubt, Reach Out: Teaming Strategies for Inclusive Early Childhood Settings</i>. <i>Young Children</i>, 76(1). • Turnbull, A., Turnbull, R., Erwin, E., Soodak, L.C., & Shogren, K.A. (2015). <i>Families, professionals, and exceptionalty: Positive outcomes through partnerships and trust</i>. Pearson <p style="text-align: center;"> Early Childhood Personnel Center www.ecpcc.org</p>	<p>https://ecpcta.org/curriculum-module/standard-4-assessment-processes/</p>

Resources and References

- Towle, P., Farrell, A.F., Vitalone-Raccaro, N. (2008). *Early Intervention Evaluation Reports: Guidelines for Writing User-Friendly and Strength-Based Assessments*. Zero to Three
- Zhang, C., Bennett, T. *Facilitating the Meaningful Participation of Culturally and Linguistically Diverse Families in the IFSP and IEP Process (2003)*. Focus of Autism and other Developmental Disabilities 18(1) 51-59.