

Assessment Processes

Initial Practice-Based Professional Preparation
Standards Early Interventionists/Early Childhood
Special Educators

4.4



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Standard 4

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.



Component: 4.4

- Candidates, in collaboration with families and other team members, use assessment data to determine eligibility, develop child and family-based outcomes/goals, plan for interventions and instruction, and monitor progress to determine efficacy of programming.



Objectives

- Describe the assessment process used to determine eligibility for services.
- Describe a collaborative assessment process using multiple sources of data to develop IFSP/IEP outcomes.
- Describe the assessment process and types of data to collect and review during progress monitoring of intervention and instruction.



Data-Driven Practice

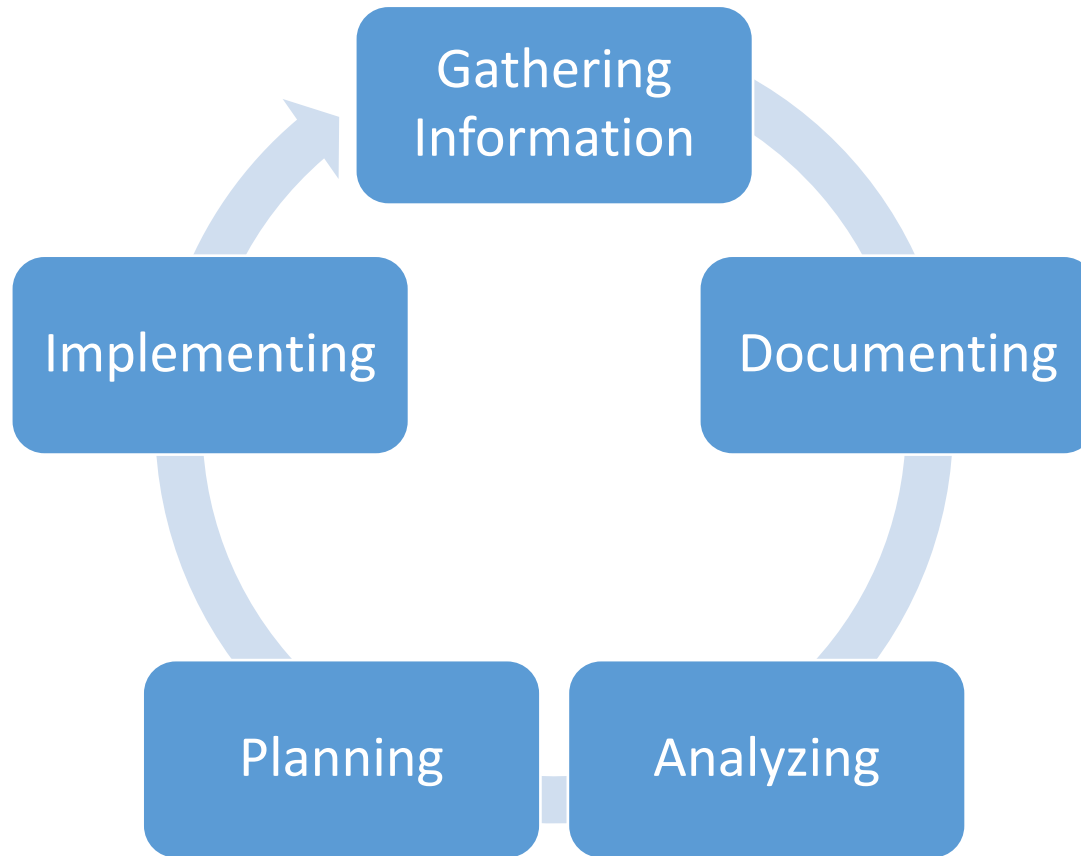
Effective practices always include the use of systematic data collection for eligibility, planning, and evaluation



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Data Based Decision Making



Collecting and Analyzing Eligibility Data

Eligibility: An interdisciplinary process of comprehensively assessing the individual developmental and functional capabilities of young children in such a way to generate a profile of normative scores; to compare the scores to state criterion for developmental delay and to form a basis for entry into services



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Eligibility determination: Part C

- Definition of disability determined by state
- Must include:
 - Infant/toddler with a developmental delay in one or more domains
 - Infant toddler with diagnosed physical or mental conditions with a high probability of resulting in developmental delay
- States may choose to serve children at risk

Part C Eligibility: Informed Clinical Opinion

- Requires that [informed clinical opinion](#) be applied during evaluation/assessment process to capture difficult-to-measure capacities
- May be used as an independent basis to establish a child's eligibility when other instruments are not adequate



Part C Eligibility: Informed Clinical Opinion, Continued

- Qualified providers consider:
 - Interview information from family members
 - Evaluations of the child
 - Observations of the child
 - Reports received from other agencies and individuals involved with the child



Eligibility determination: Part B

- For a child to be eligible for Part B services, the child must (1) have a disability (i.e., meet eligibility requirements) and (2) be in need of special education and related services.
- A team of qualified professionals and the parent of the child shall make the determination of eligibility and determine the educational needs of the child



Eligibility:

What Kind of Data is Needed?

- Data to create a functional profile of strengths, limitations, and instructional support needs to initiate the process of individualized program planning
- Data that can identify “hidden” strengths in functional capabilities via alternate and universal designs

Eligibility:

Where Does the Data Come From?

- Assessment tools that can be scored using developmental age scores or standard scores for each of the developmental domains
 - Norm-referenced
 - Criterion based
 - Judgement-based
- Includes convergent data from multiple perspectives (family, educators, cross-disciplinary professionals)



Plan Ahead for Authentic Assessment

When gathering information to determine eligibility:

- Use multiple methods to gather information
 - Formal Instruments
 - Observations
 - Interviews
- Assess in multiple settings
- Include multiple sources



Collecting and Sharing Assessment Data Across Disciplines

- Communicate early/often about assessment planning/ processes – always including family
- Collaboratively administer assessments when possible
- Collaboratively create assessment summaries that integrate data from each discipline
- Team members create a system to collect and share data that is useful for all and target identified outcomes

Activity

- Review and discuss the assessment tools and processes used for Part C and or Part B/619 eligibility in your state
- How do you collaborate across disciplines to collect and share assessment data with families? What barriers have you encountered to full collaboration?

Intervention/Program Planning and Progress Monitoring

- The use of convergent sources of data to create individualized plans for young children with developmental delays/disabilities across everyday settings and daily routines
- Ongoing data collection is used continuously to support child progress towards collaboratively identified outcomes

Intervention/Program Planning and Progress Monitoring:

What Kind of Data Is Needed?

- Identifies **functional, measurable, and within-reach** outcomes and objectives across settings
- Grounded in children's current level of performance
- Informs match of intervention/instruction to children's needs, interests and preferences as well as family priorities
- Documents changes in performance over time



Intervention/Program Planning and Progress Monitoring:

Where Does the Data Come From?

- Criterion/curriculum-based measures
- Judgment-based and/or ecological measures
- Families, educators and EI providers can use these measures to target and connect interventions across discipline-specific goals
- Serve as a “road map” to assess at regular intervals



Assessment Results and Planning Goals/Objectives

- Assessment results create a picture of the child's development within and across domains
- Provides details about how skills differ from typically developing children



Developmental Sequences

- Early developmental capacities emerge in predictable sequences
- Each domain supports development in all other domains
- Attainable goals are planned with these sequences in mind



Functional Goals and Inclusion

- Based on assessment data, what skills will the child need to acquire, to **optimize relationships and participation** across settings using a developmentally appropriate lens?
- What **supports** will the child need to develop those skills?
- How will the child's **environment** need to be modified to attain those skills?



Assistive Technology (AT)

- Assessment data should include the need for AT across settings though:
 - Ecological assessments
 - AT assessments
 - Family-provided information
- Should address the question “how can this child be participating more/more independently?”



Identifying Short-Term Goals

- Need to acknowledge long-term goals and “connect the dots” to those within-reach targets
- EI/ECSE providers bring developmental knowledge to families
- Collaborating with families to create attainable and measurable goals ensures success
- Outcome statements include language about adult support and use of AT across settings



Activity: Using Assessment Data to Develop Goals

- Use the ECPC Cross Disciplinary Intervention/ Instruction Case Study to identify three ways **assessment data** was used to develop child and family outcomes/goals
- How did assessment data support needed modifications of Robert's goals over time?
- [Robert: ECPC Cross Disciplinary Case Study](#)



Progress Monitoring: Informal Assessment Data

- Individualized checklists
- Interval recording of child progress during a play activity or care routine
- In-person or video recorded play samples
 - Frequency and duration data
 - Time sampling



Progress Monitoring Data Should:

- Inform how interventions effectively promote social interactions at school and home
- Inform instructional strategies designed to support full inclusion in early care settings
- Ensure that family members have opportunities to discuss the child's progress and express their concerns



Progress Monitoring: Celebrating Strengths and Making Change Visible

- The practice of daily/weekly data collection empowers timely change at home and at school
- Never forget to let families know about even the smallest positive changes
- Celebrations drive success!



References and Resources

- [Standard 4: Assessment Processes | The Early Childhood Personnel Center \(ecpcta.org\)](#)
- LINKing Authentic Assessment & Early Childhood Intervention: Best Measures for Best Practices, 2nd Edition (2010)
- Sadao, K.C., Robinson, N.B. Assistive Technology for Young Children: Creating Inclusive Learning Environments, Brooks (2010)

Disclaimer

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