



Assessment of Young Children

Needs to be a flexible process, responsive to individual needs.

(Bagnato and Neisworth, 2004)

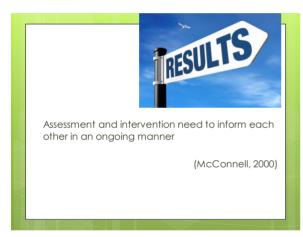


Studies Show...

Information needed for **intervention** is not found in numbers and percentile scores

(Meisels and Atkins-Burnett 2000)

Experts say
Assessment needs to address interests and intentions as well as skills
(Greenspan and Meisels, 1996; Cain and Dweck, 1995)



Changes needed... What constitutes an assessment, What questions assessment of young children should examine, What methods should be used to answer these questions,

Changes needed...

- Who should be involved in gathering assessment data,
- What the outcomes of an assessment should look like, and,
- How assessment information should be used
 - · (Eisert, & Lamorey, 1996; Meisels & Atkins-Burnett, 2000; Meltzer & Reid, 1994).

Purpose of Assessment

- Eligibility
 - Disability
 - Need for Specialized Instruction (academic need)
- Present Levels of Functioning
- Needs Assessment
- Plan for Intervention

Eligibility Categories

- Auditory Impairment Autism Deaf-blindness

- Deat-Dilindness
 Emotional Disturbance
 Intellectual Disability
 Multiple Disabilities
 Noncategorical Early Childhood
 Orthopedic Impairment
 Other Health Impairment

- Specific Learning Disability Speech Or Language Impairment Traumatic Brain Injury
- Visual Impairment

Special Circumstances NCEC

Early, Accurate Diagnosis is Critical

- Builds parent trust of staff
- Get public services earlier
- Not misleading parents, forcing them to deal with grief again
- Early intervention is critical

Special Circumstances Output NCEC Multiple Disability Deaf-Blind "The whole is greater than the sum of its parts." - Aristotle

What tests does the law require? • For ID • Texas law: Standardized IQ and an Adaptive Behavior measure with multiple areas • For AU • Federal Law: no test requirements, just areas to cover

Types of Assessment

Reference • Linking Authentic Assessment & Early Childhood Intervention, Second Edition • Bagnato, Neisworth, and Pretti-Frontczak, 2010 • Alternative Approaches to Assessing Young Children • Angela Losardo, Angela Notari-Syverson, 2001

Developmental and Screeners output ASQ - 3 output TPBA output AEPS output Core Carolina output HELP output Brigance output Creative Curriculum Devel. Continuum output ...

Standardized Intelligence Tests • Standford Binet Intellectual Scales for Early Childhood 5th Edition (Early SB5) • WPPSI IV • WJ Early Cognitive and Academic Development • KABC- II

Adaptive Behavior • ABAS – 3 • Vineland – II • TPBA • Many Developmental Assessments

Autism

- ADOS 2 (toddlers-adult)
- CSBS Communication and Symbolic Behavior Scales
- PDDST-II Pervasive Developmental Disorders Screening Test-II (18 mo and up)
- A Diagnostic Interview Revised
- CARS (2y and up)
- o GARS (3-22y)

Achievement

- WJ IV ECAD ages 2:6-7:11
- WIAT III ages 4 -50
- Brigance: writing, reading, math
- High Scope COR

Case Studies



How do we use the data?	
Purpose of Assessment • Eligibility	
Disability Need for Specialized Instruction (academic need)	
Present Levels of FunctioningNeeds Assessment	
• Plan for Intervention	
Assessment to Intervention	
Use the data to write your PLAAFP	

1		
I	(Source of data, strength, linked to standards) According to TEST ADMINISTERED, STUDENT NAME is still working/developing his/her skills in the area of NEED, specifically with an	
	instructional focus in FOCUS , STUDENT NAME is currently DATA .	
ı	(Linked to gen. ed., weakness)	
	This will hinder STUDENT NAME access to the general curriculum because describe the reason why this weakness hinders	
X	academic/functional progress or typical students at this age/grade can	
Ţ		<u></u>
I		
ı	On the play-based assessment, Ava is still	
ı	developing her skills in the area of Writing, specifically in the area of motivation to	
1	write. Ava currently engages in scribble writing.	
	Most 4 yr olds are able to use letter like forms and actual letters to replace scribble	
	writing.	
_		
ı	(Source of data, strength, linked to standards) According to TEST ADMINISTERED, STUDENT	
ı	NAME is still working/developing his/her skills in the area of NEED, specifically with an instructional focus in FOCUS, STUDENT NAME is	
	currently DATA .	
	(Linked to gen. ed., weakness) This will hinder STUDENT NAME access to the	
	general curriculum because describe the reason why this weakness hinders	
Y	academic/functional progress or typical students at this age/grade can	

PLAAFP to IEP	
• By when?	
• Who?	
• Will do?	
• What?	
• How well?	
• Under what conditions?	<u> </u>
	- I
Down to a m 2 Down the a construct the account	
• By when a by the end of the year	
By when? By the end of the year,	
By when? By the end of the year,Who? Ava	
• Who? Ava	
Who? Ava Will do? will copy	
• Who? Ava	
 Who? Ava Will do? will copy What? The letters of her name	
 Who? Ava Will do? will copy What? The letters of her name How well? recognizable by others 	
 Who? Ava Will do? will copy What? The letters of her name	
 Who? Ava Will do? will copy What? The letters of her name How well? recognizable by others Under what conditions? with a visual 	
 Who? Ava Will do? will copy What? The letters of her name How well? recognizable by others Under what conditions? with a visual 	
 Who? Ava Will do? will copy What? The letters of her name How well? recognizable by others Under what conditions? with a visual 	

PLAAFP to IEP • By when? • Who? • Will do? • What? • How well? • Under what conditions?



