

Part C Eligibility and Data Based Assessment Decisions

Tools of the Trade: The Driving Force Behind Data Based Decisions

Included in the hard copy version of this packet is the article:

McConnell, S. R. (2000). Assessment in early intervention and early childhood special education: Building on the past to project into our future. *Topics in Early Childhood Special Education*, 20(1), 43-48.

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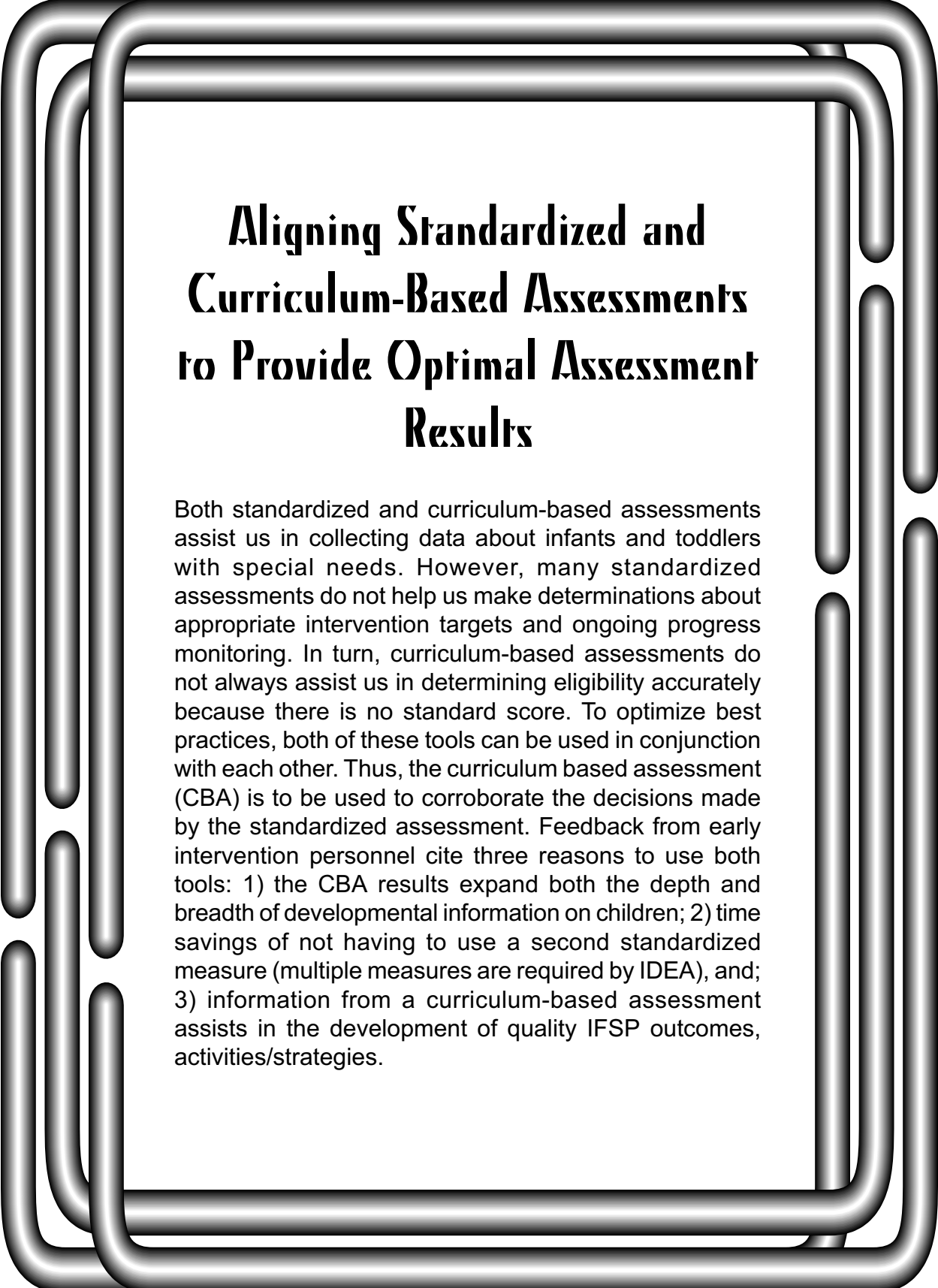
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Aligning Standardized and Curriculum-Based Assessments to Provide Optimal Assessment Results

Both standardized and curriculum-based assessments assist us in collecting data about infants and toddlers with special needs. However, many standardized assessments do not help us make determinations about appropriate intervention targets and ongoing progress monitoring. In turn, curriculum-based assessments do not always assist us in determining eligibility accurately because there is no standard score. To optimize best practices, both of these tools can be used in conjunction with each other. Thus, the curriculum based assessment (CBA) is to be used to corroborate the decisions made by the standardized assessment. Feedback from early intervention personnel cite three reasons to use both tools: 1) the CBA results expand both the depth and breadth of developmental information on children; 2) time savings of not having to use a second standardized measure (multiple measures are required by IDEA), and; 3) information from a curriculum-based assessment assists in the development of quality IFSP outcomes, activities/strategies.

Assessment Tools for Functional Data Collection

- ✿ **Curriculum-based:** assesses the percentage of material mastered in a given curriculum or within developmentally appropriate activities.
- ✿ **Criterion-referenced:** to ascertain whether or not a child has acquired a pre-determined set of skills.
- ✿ **Normed-referenced or standardized:** to compare a child with a norm or a standard group.
- ✿ **Portfolio assessment:** a systematic collection of a variety of teacher observations and child/family products, collected over time, that reflect the child's progress and developmental status. Examples are collected in a natural setting which reflect his/her true attainment of skills.
- ✿ **Work samples:** a snapshot of the child's functional abilities in natural settings which can include photographs, drawings, or stories or anecdotes from the parent/caregiver about the child.
- ✿ **Language samples:** quotations and dictations of the child's language and/or the child and caregivers' language interaction.
- ✿ **Routines-based assessment:** the family and/or child care provider map out the child's daily routines, participation level and developmental needs in each routine (Boone & Crais, 2002).
- ✿ **Functional assessment:** the process of determining the relationship between events in a person's environment and the occurrence of behaviors.
- ✿ **Specialized tools:** a tool used, by team decision, in the event of limited data collection through traditional means. These tools are used to gain more information for IFSP development and intervention planning. Examples would include a child with a low functioning level, sensory impairment, social-emotional delay/attachment disorder or specific diagnosis such as autism.

Adapted from:

Boone, H. & Crais, E. (1999). Strategies for family-driven assessment and intervention planning. *Young Exceptional Children* 3(1). 2-11.

Zero to Three. (n.d.) *New visions: A parent's guide to understanding developmental assessment*.

Retrieved March 24, 2004, from <http://www.zerotothree.org/visions.html>

Curriculum-Based Assessments

The following curriculum-based assessments are designed to corroborate eligibility decisions only. They are not standardized tools.

Curriculum-Based Assessment	Purpose	Theoretical Framework	Areas
Hawaii Early Learning Profile (HELP) 0-3 (1985)	To provide specific development assessment information for children with disabilities, delays, or who are at risk. Activities to facilitate developmental skills attainment are included.	<ul style="list-style-type: none"> •Developmental •Interactional •Behavioral 	Cognitive, Language, Gross motor, Fine motor, Social-emotional, Self-help
Hawaii Early Learning Profile (HELP) for Preschoolers (1987)	To provide program-related assessment information for planning intervention programs and program evaluation.	<ul style="list-style-type: none"> •Developmental •Ecological •Transactional •Functional 	Fine motor, Gross motor, Adaptive, Cognitive, Social, Social-communication
The High/Scope for Infants/Toddlers	For use in developmentally appropriate practice in early childhood care and education programs to monitor typically developing children.	•Developmental	Initiative, Social relations, Creative representation, Music & Movement, Language & Literacy, Logic & Mathematics, Sense of self, exploration & early logic
The High/Scope for Ages 2 1/2-6	To provide ideas on how to select materials and plan activities for normally developing children in early childhood settings.	•Developmental	Social-emotional, Cognitive, Gross & Fine motor
The Creative Curriculum for Infants and Toddlers (revised edition, 1999)	To provide prescriptive (program-related) information about a child's development of both generic skills (e.g. cognitive, movement) and specific skills (e.g. toileting, clothing related). To provide for children who are delayed, have disabilities, or are at risk. Curriculum manual also provides programming suggestions for each skill. This curriculum has a particular emphasis on communication and language skills.	<ul style="list-style-type: none"> •Developmental •Interactional •Ecological/Functional 	Generic: Movement, Cognitive, Dyadic, Receptive and Expressive language Specific: Clothing-related, Toileting, Food-related, Grooming/Hygiene, and Pre-academics
The Creative Curriculum for Preschool (4th edition, 2002)	To provide curricular intervention strategies appropriate for children with mild delays, moderate, severe or multiple disabilities.	<ul style="list-style-type: none"> •Developmental •Maturational •Interactional 	Cognitive, Communication, Social adaption, Gross & Fine motor
Preparing Children to Learn: Manual and Curriculum. A Family-Centered Approach to Functional Skills Assessment	To provide developmental observations of child in structured and unstructured play situations.	<ul style="list-style-type: none"> •Functional •Developmental •Interactional •Ecological 	Cognitive, Social-emotional, Communication and Language, and Sensorimotor
The Carolina Curriculum for Infants and Toddlers with Special Needs (2nd edition, 1991)			
The Carolina Curriculum for Preschoolers with Special Needs (1990)			
Transdisciplinary Play Based Assessment (1993)			

Curriculum-Based Assessment	Number of Items	Age Range	Administration/ Method	Psychometric Data
Hawaii Early Learning Profile (HELP) 0-3	685 skills	0-3	<ul style="list-style-type: none"> • Administration time 45-90 minutes • Used by teachers, related service staff, and families • Data collected by observation in natural environment, or interview 	None
Hawaii Early Learning Profile (HELP) for Preschoolers	622 skills	3-6	<ul style="list-style-type: none"> • Administration time 1-2 hours • Used by direct service personnel, families & specialists • Data collection through observation, direct test, routine activities or report through care provider 	Validity--Correlations with Bayley Mental Scales=.93, Bayley Motor Age=.88, Correlation with Gesell Developmental Schedule=.51, Reliability-Interobserver on 122 children. Mean correlation for all domains was .878. Correlation for total test scores was .966. Test-retest on 58 children. Mean correlation for all domains was .88. Total test agreement was .95.
The High/Scope for Infants/Toddlers	288 items	0-3	<ul style="list-style-type: none"> • No administration time specified • Used by trained observer • Data collected during play activities, anecdotal notes 	None
The High/Scope for Ages 2 1/2-6	30 five level COR items	3-6	<ul style="list-style-type: none"> • No administration time specified • Assessment through observation • Data collected through observation and anecdotal notes 	None
The Creative Curriculum for Infants and Toddlers	66 items	3-5	<ul style="list-style-type: none"> • No administration time specified • Teacher or paraprofessional • Observation, direct elicitation and report from family member. It may take several observation periods to complete. 	None
The Creative Curriculum for Preschool	87 items	0-5	<ul style="list-style-type: none"> • Parent(s) with interventionist • Parent report/judgement • Administration time varies with number of levels scored 	None
Preparing Children to Learn: Manual and Curriculum. A Family-Centered Approach to Functional Skills Assessment	Generic Skills Inventory 106 items Specific Skills Inventory 87 items	0-5	<ul style="list-style-type: none"> • Administration time - 30-60 minute/observation • May require multiple observations • Used by teachers and paraprofessionals • Data collected through caregiver interactions, observations and direct test 	None
The Carolina Curriculum for Infants and Toddlers with Special Needs	356 items	0-2	<ul style="list-style-type: none"> • Administration time 1-2 hours • Used by parents, professionals, paraprofessionals or anyone with knowledge of child development • Data collected through observation of the child in structured and/or unstructured play facilitation 	None
The Carolina Curriculum for Preschoolers with Special Needs	416 items	2-5		
Transdisciplinary Play Based Assessment	386 items	0-6		

Curriculum-Based Assessment	Components	Curriculum Content	Curriculum Adaptions
Hawaii Early Learning Profile	Inside HELP, HELP for Special Preschoolers, HELP at Home, HELP Strands-Developmental Assessment, HELP Activity Guide, Software/database, HELP charts. Each component must be purchased seperately.	Skill and activities assisting with programming steps and necessary materials needed to complete activities are included.	Assessment adaptations given under each strand in "Inside Help"
Assessment, Evaluation, and Programming System (AEPS) for Birth to Six Volumes 1-4	Assessment manual, cross reference index, activity guide, IEP/IFSP goals and objectives, Data Recording Forms, Family Report, Family Interest Survey, Child Progress Record and Curriculum. Forms must be purchased separately. Discount for purchasing volumes together.	Curricular activities include developmental steps, preceding and concurrent objectives, teaching activity based methods, environmental arrangements	Adaptation guidelines for children with visual, hearing and motor disabilities
The High/Scope	Child observation record forms, anecdotal notecards, activity books, and videos.	Activity books to assist the teacher in planning as well as software and video tapes are available	No specific guidelines
The Creative Curriculum	Learning Checklist Caring for Children & Family Child Care Caring for Children & Family Child Care Trainers Guide	Explanation of skills, activities, goals, and materials for typically developing children	General suggestions are given for children with disabilities
Preparing Children to Learn: Manual and Curriculum. A Family-Centered Approach to Functional Skills Assessment	Preparing Children to Learn: Manual and Curriculum (contains instructions for use of both inventories plus description of basic intervention program operating procedures, general teaching principles, and detailed programming suggestions for each generic skill.) Generic Skills Inventory Specific Skills Inventory Home Carryover Letters (for Generic Skills Inventory)	Multidimensional Comprehensive structures Flexible with a linked systems approach	Identifies the need to adapt or supplement items when applying them to children with severe physical, oral-motor, sensory, or behavioral challenges
The Carolina Curriculum	Assessment-Curriculum Manual Assessment logs and developmental progress chart	Planned activities and materials explaining teacher procedures and program steps	Adaptations for children with visual, motor or hearing disabilities
Transdisciplinary Play Based Assessment	Transdisciplinary Play Based Assessment Transdisciplinary Play Based Intervention Child Progress forms	Cover social-emotional, cognitive language and communication as well as sensorimotor areas	No specific guidelines

Curriculum-Based Assessment		Family Participation	Company	Author	Book
Hawaii Early Learning Profile (HELP) 0-3	Family has a choice of how much they want to be involved in their child's assessment and IFSP/IEP planning. Help Chart & HELP Family Participation format facilitates parent participation.	VORT Corp. P.O. Box 60880 Palo Alto, CA 94306 1-415-322-8282 www.vort.com	Furano, S., O'Reilly, A., Hosaka C., Inatsuda, T., Allman, T., & Zeisloft, B. Santa Cruz County Office of Education	HELP Activity Guide - \$27.95 HELP Checklist - \$3.00 HELP for Preschoolers - \$55.95	
Hawaii Early Learning Profile (HELP) for Preschoolers	Family reports and interviews facilitate participation during assessment. Parent involvement during IEP/IFSP development and child progress is encouraged. Families included in curricular activities.	Paul H. Brookes P.O. Box 10624 Baltimore, MD 21285 1-800-638-3775 www.brookespublishing.com	Bricker, D. (Ed.) 2002	Administration Guide Vol. 1 - \$55.00 Test 0-3 and 3-6 Vol.2 - \$70.00 Curriculum 0-3 Vol. 3 - \$65.00 Curriculum 3-6 Vol. 4 - \$65.00	
The High/Scope for Infants/Toddlers	Family conferences are scheduled periodically. Family members are part of the process of identifying strengths and weaknesses and setting goals based on evaluation and parent report.	High Scope Press 600 N. River St. Ypsilanti, MI 48198 734-485-2000 www.highscope.org	Hohmann, M. Banet, B. Weikart, D.	Child Observation Record Kit for Infant/Toddlers - \$149.95 Child Observation Record Kit for 2 1/2-6 - \$124.95 Video tapes vary in price	
The Creative Curriculum for Infants and Toddlers	Family members are informed of child progress through conference or scheduled meetings as needed.	Gryphon House P.O. Box 275 Mt. Rainier, MD 20712 1-800-638-0928 www.gryphonhouse.com	Dombro, A. L., Colker, L. J., & Trister-Dodge, A. Trister-Dodge, D., Colker, L.J., & Heroman, C.	The Creative Curriculum for Infants and Toddlers - \$34.95 The Creative Curriculum for Preschool - \$39.95	
The Creative Curriculum for Preschool	Family members are encouraged to participate and manual includes specific suggestions for involving parents in assessment, IFSP/IEP planning and intervention. Also, parents are specifically involved in use of the Specific Skills Inventory and Home Carryover Letters.	Communication Skill Builders PO Box 839954 San Antonio, TX 78283-3954 1-800-897-3202	McLean, Lee K.S. McNay, V. Simmons, S. Kottwitz, E.	Manual and Curriculum/Parent Letters - \$125.00	
The Carolina Curriculum for Infants and Toddlers with Special Needs	Family participation is maintained through regular conference, discussing the child's intervention program and planned activities.	Paul H. Brookes P.O. Box 10624 Baltimore, MD 21285 1-800-638-3775 www.brookespublishing.com	Johnson-Martin, N. Jens, K. Attermeier, S.	Carolina Curriculum for Infants & Toddlers with Special Needs - \$42.95 Assessment Log & Developmental Progress Charts - 10 for \$20.00	
The Carolina Curriculum for Preschoolers with Special Needs	Families are viewed as active participants in this model. Their participation is an integral part of the assessment process.	Paul H. Brookes P.O. Box 10624 Baltimore, MD 21285 1-800-638-3775 www.brookespublishing.com	Johnson-Martin, N. Attermeier, S. Hacker, B.	Carolina Curriculum for Preschoolers with Special Needs - \$36.95 Assessment Log & Developmental Progress Charts - 10 for \$22.00 Play-Based Assessment - \$44 Child & Program Summary Forms - 5 tablets for \$27 Videotapes & Play-Based Intervention also available.	
Transdisciplinary Play Based Assessment			Linder, T.		