

**DEC Recommended Practices in the ASSESSMENT Domain Cross-Referenced with ECTA Performance Checklists  
(10/13/16)**

DEC Recommended Practices - ASSESSMENT											
<b><i>Informed Clinical Reasoning Checklist #1 Items</i></b>	1. Practitioners work with the family to identify family preferences for assessment processes.	2. Practitioners work as a team with the family and other professionals to gather assessment information.	3. Practitioners use assessment materials and strategies that are appropriate for the child's age and level of development and accommodate the child's sensory, physical, communication, cultural, linguistic, social, and emotional characteristics.	4. Practitioners conduct assessments that include all areas of development and behavior to learn about the child's strengths, needs, preferences, and interests.	5. Practitioners conduct assessments in the child's dominant language and in additional languages if the child is learning more than one language.	6. Practitioners use a variety of methods, including observation and interviews, to gather assessment information from multiple sources, including the child's family and other significant individuals in the child's life.	7. Practitioners obtain information about the child's skills in daily activities, routines, and environments such as home, center, and community.	8. Practitioners use clinical reasoning in addition to assessment results to identify the child's current levels of functioning and to determine the child's eligibility and plan for instruction.	9. Practitioners implement systematic ongoing assessment to identify learning targets, plan activities, and monitor the child's progress to revise instruction as needed.	10. Practitioners use assessment tools with sufficient sensitivity to detect child progress, especially for the child with significant support needs.	11. Practitioners report assessment results so that they are understandable and useful to families.
1. Work as a team with the family to define the child's strengths, skills, behaviors, and concerns as the focus of the evaluation or assessment		✓	✓								
2. Use multiple methods and procedures to evaluate and assess the child's behavior (e.g. observations, rating scales, parental interview and report, review of records, assessment instruments)				✓	✓	✓					
3. Gather information from the parents and others who know the child		✓				✓					

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4. Gather evaluation and assessment information in multiple settings, observing the child's participation in everyday activities, routines, and play							✓				
5. Work as a team to compile the data from the assessment tools, methods, people, and settings								✓			
6. Describe unusual, questionable, or atypical behaviors of the child (e.g., responses to sensory stimuli; abnormal muscle tone, reflexes, range of motion, and poor quality of movement; failure to initiate or respond to social interactions; restrictive or repetitive interests or behaviors that interfere with skill development)								✓			

DEC Recommended Practices - ASSESSMENT	
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<b>Engaging Families as Partners in Their Child's Assessment Checklist #2 Items</b>	1. Practitioners work with the family to identify family preferences for assessment processes.	2. Practitioners work as a team with the family and other professionals to gather assessment information.	3. Practitioners use assessment materials and strategies that are appropriate for the child's age and level of development and accommodate the child's sensory, physical, communication, cultural, linguistic, social, and emotional characteristics.	4. Practitioners conduct assessments that include all areas of development and behavior to learn about the child's strengths, needs, preferences, and interests.	5. Practitioners conduct assessments in the child's dominant language and in additional languages if the child is learning more than one language.	6. Practitioners use a variety of methods, including observation and interviews, to gather assessment information from multiple sources, including the child's family and other significant individuals in the child's life.	7. Practitioners obtain information about the child's skills in daily activities, routines, and environments such as home, center, and community.	8. Practitioners use clinical reasoning in addition to assessment results to identify the child's current levels of functioning and to determine the child's eligibility and plan for instruction.	9. Practitioners implement systematic ongoing assessment to identify learning targets, plan activities, and monitor the child's progress to revise instruction as needed.	10. Practitioners use assessment tools with sufficient sensitivity to detect child progress, especially for the child with significant support needs.	11. Practitioners report assessment results so that they are understandable and useful to families.
1. Solicit input from the family about the reasons for referral including their questions and concerns about their child		✓									
2. Explain to the family the purpose of the assessment and how results will be used											✓
3. Share the ways that the family can be involved in the assessment process (e.g., interacting with child, being an informant, staying nearby, or watching)	✓	✓									
4. Use appropriate assessment strategies (e.g., open ended questioning, interviews, checklists) for encouraging the family to participate in ways they choose	✓										

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5. Schedule times for child assessments that the family feels would work best for their child and family	✓										
6. Use formal tools, interviews, or other informal methods (e.g., observations) to identify child's strengths or what might be challenging for the child's participation in everyday activities				✓		✓	✓				
7. Explicitly acknowledge the family's observations about their child's behavior, skills, and development		✓			✓						
8. Solicit the family's input on the assessment findings and engage the family in a discussion of their priorities and/or the focus for next steps.											✓

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<b>Authentic Child Assessment Practices Checklist #3 Items</b>	1. Practitioners work with the family to identify family preferences for assessment processes.	2. Practitioners work as a team with the family and other professionals to gather assessment information.	3. Practitioners use assessment materials and strategies that are appropriate for the child's age and level of development and accommodate the child's sensory, physical, communication, cultural, linguistic, social, and emotional characteristics.	4. Practitioners conduct assessments that include all areas of development and behavior to learn about the child's strengths, needs, preferences, and interests.	5. Practitioners conduct assessments in the child's dominant language and in additional languages if the child is learning more than one language.	6. Practitioners use a variety of methods, including observation and interviews, to gather assessment information from multiple sources, including the child's family and other significant individuals in the child's life.	7. Practitioners obtain information about the child's skills in daily activities, routines, and environments such as home, center, and community.	8. Practitioners use clinical reasoning in addition to assessment results to identify the child's current levels of functioning and to determine the child's eligibility and plan for instruction.	9. Practitioners implement systematic ongoing assessment to identify learning targets, plan activities, and monitor the child's progress to revise instruction as needed.	10. Practitioners use assessment tools with sufficient sensitivity to detect child progress, especially for the child with significant support needs.	11. Practitioners report assessment results so that they are understandable and useful to families.
1. Observe the child's participation in everyday (family, classroom, or community) activities and routines						✓	✓				
2. Query the child's primary caregivers (parents, teachers, etc.) about the everyday activities that "make up" a child's real-world experiences		✓				✓					
3. Identify the context-specific child functional behavior (through observation or caregiver report) that are used in everyday activities							✓				
4. Ascertain those child behaviors (strengths, interests, preferences, etc.) that sustain child engagement in everyday activities				✓							

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5. Determine which materials (objects, toys, etc.) and adult interactional/ instructional behavior are associated with optimal levels of child competence							✓				
6. Identify which everyday activities, learning opportunities, materials, and adult behavior will be used to support and strengthen child acquisition of functional competencies in a range of context-specific activities and routines									✓		
7. Monitor and analyze child learning and progress to determine needed changes in everyday child learning opportunities									✓		

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<b>Building on Child Strengths Practices Checklist #4 Items</b>	1. Practitioners work with the family to identify family preferences for assessment processes.	2. Practitioners work as a team with the family and other professionals to gather assessment information.	3. Practitioners use assessment materials and strategies that are appropriate for the child's age and level of development and accommodate the child's sensory, physical, communication, cultural, linguistic, social, and emotional characteristics.	4. Practitioners conduct assessments that include all areas of development and behavior to learn about the child's strengths, needs, preferences, and interests.	5. Practitioners conduct assessments in the child's dominant language and in additional languages if the child is learning more than one language.	6. Practitioners use a variety of methods, including observation and interviews, to gather assessment information from multiple sources, including the child's family and other significant individuals in the child's life.	7. Practitioners obtain information about the child's skills in daily activities, routines, and environments such as home, center, and community.	8. Practitioners use clinical reasoning in addition to assessment results to identify the child's current levels of functioning and to determine the child's eligibility and plan for instruction.	9. Practitioners implement systematic ongoing assessment to identify learning targets, plan activities, and monitor the child's progress to revise instruction as needed.	10. Practitioners use assessment tools with sufficient sensitivity to detect child progress, especially for the child with significant support needs.	11. Practitioners report assessment results so that they are understandable and useful to families.
1. Observe the child's participation in everyday activities and routines that "make up" the child's learning experiences or opportunities							✓				
2. Identify the child behavior that he/she uses during everyday activities and the behavior that are indicators of child interests (intense engagement, smiling, laughter, excitement, etc.)				✓			✓				
3. Interview the child's primary caregivers about his or her child's strengths or have them complete a child strengths assessment checklist		✓		✓							
4. Identify the particular child strengths (skills, interests, etc.) that sustain child engagement and interaction with people and materials in different everyday activities				✓							



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5. Provide the child multiple opportunities to participate in strengths-based everyday activities that encourage engagement, learning, and skills and interest expression											
6. Use context-specific interactional and instructional practices that sustain child engagement and which promote and enhance child learning and competence											
7. Monitor changes in child's strengths and provide new learning opportunities to encourage acquisition of new skills and interests									✓	✓	