Slide Handouts: Assessment – Take Action Part 3

Slide notes

Welcome to Module 7: Lesson 3. Using Assessment.

Performance Indicators

- Understand the use of assessment for determining eligibility and educational planning.
- Understand the use of assessment for planning educational activities.
- Understand how to use assessment to monitor child progress and evaluate child outcomes.

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Lesson 3 is designed to help the learner understand the use of assessment for determining eligibility and educational planning under IDEA. This also includes planning activities. In addition, learners will understand how to use assessment to monitor child progress and evaluate child outcomes.

While this lesson is focused on the use of assessment for IDEA Part C and Part B, Section 619 services, remember that these are also good practices for children with suspected disabilities who might not qualify for services under IDEA.

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Review the DEC Recommended Practices for Assessment. You can download a copy via the download button on the screen. Click continue to read more.

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Click continue when you are finished reading and ready to move on.

Slide notes

Lesson 3 is divided into 4 mini-lessons. In this section, we will cover Part 3: Monitoring Child Progress and Part 4: Evaluating Child Progress. When you are ready to begin, click Continue.

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Part Three: Using Assessment for Monitoring Child Progress.

Using Assessment for Monitoring Child Progress

- Evaluate the effectiveness of the intervention practice(s) used to promote child acquisition of a new skill or behavior

- Continue to assess skills and make modifications Monitor and analyze child learning and progress to determine needed changes

Informed decision making or data-based decision making is using formal and informal information to determine what to do next.

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Slide notes

It's important to evaluate the effectiveness of the intervention practice(s) used to promote child acquisition of a new skill or behavior. The IFSP and IEP help intentionally plan for monitoring and documenting child progress. As children grow their skills, practitioners and caregivers continue to assess these skills and make modifications during everyday activities to help children continue their progress and growth. Informed decision making or data-based decision making is using formal and informal information to determine what to do next. This information is often referred to as data.

Using Assessment for Monitoring Child Progress

Informed decision making should guide:

- The next steps you take in providing intervention to the child

- Practitioner or parent self-reflection in regard to how well intervention practices were provided for the child

- Team reflection in regard to the child's progress toward outcomes and need for more collaboration

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Slide notes

Informed decision making should guide the following: The next steps you take in providing intervention to the child, Practitioner or parent self-reflection in regard to how well intervention practices were provided for the child AND Team reflection in regard to the child's progress toward outcomes and need for more collaboration.

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Let's take a look at an example of a child who is receiving early intervention services. One of the outcomes the family identified for their child is to increase his use of words, gestures, or signs to communicate needs and wants to others. The team agrees to work on this outcome during the everyday routines of eating, playtime, and transitioning from one activity to another.

Using Assessment for Monitoring Child Progress

Strategies:
- modeling
- prompting

Data collection:
- tally attempts
- during home visits

Discuss:
- results
- adjustments needed to instructional strategies
- additional strategies or modifications

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The family is supported in using instructional strategies to support their child, such as modeling and prompting. Together, the early interventionist and father decide to tally how many times the child either attempts to use or experiences success in using the identified goal during the selected activities. The early interventionist will tally while the father provides his child any modeling or prompts necessary. This data collection will occur during every other home visit with the family. The early interventionist will share the results with the father at the end of the home visit and discuss child progress and whether any adjustments should be made to the instructional strategies being used to support his child, or if additional strategies or modifications are needed.

Slide notes

From the tally data collection they identify things such as the child's progress in using the skill during one particular activity that holds more interest for the child than another activity. They talk about the characteristics of the activity in which the child uses the skill most often and plan for ways to add those characteristics to other activities in effort to increase the times the child uses or tries to use the skill. The child's father and early interventionist share and discuss the implications of the information with the entire IFSP team.

Using Assessment for Monitoring Child Progress

"Fidelity refers to how accurately a person (usually an adult) uses an instructional procedure or other intervention practice."

-DEC Glossary

- Evaluate the adult's use of an intervention practice(s).

- An adult may request the support of a coach or mentor to ensure that the instruction practices are being used with fidelity.

For more information, visit the ECTA Learning Lab: Exploring Coaching for Practice Change: http://ectacenter.org/~calls/2017/learninglab.asp

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Another critical component to consider when a child is not making progress towards an outcome is whether the adult is using instruction practices with fidelity. As defined in the DEC glossary, "Fidelity refers to how accurately a person (usually an adult) uses an instructional procedure or other intervention practice." In some instances, an adult may request the support of a coach or mentor to ensure that the instruction practices are being used with fidelity. Sometimes families have difficulty implementing a strategy because it is not a good fit culturally or due to their family circumstances.

For more information, visit the ECTA Learning Lab website: Exploring Coaching for Practice Change at the link shown here. Click continue when you are ready to move forward.

Using Assessment for Monitoring Child Progress

Supporting adults

- Professional development
- Adult learning theory
- Coaching
- Assessment tools
- Video recording

In addition to supporting practitioners, it is also important to support parent use of intervention strategies with fidelity to increase child learning.

For more information related to supporting parent use of intervention strategies, see the Family Module that is also part of this series.
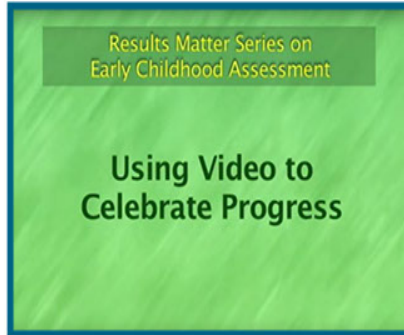
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Slide notes

Professional development, adult learning theory, and coaching are especially necessary to support adults who are providing services to children with disabilities and their families. There are assessment tools that adults may use in self-evaluating whether they are using an intervention strategy with fidelity. Many organizations are now exploring the use of video recording as a way to provide coaching to support the fidelity of instructional and intervention practices. For more information related to supporting parents, see the Family Module. Click continue when you are ready to move forward.

Slide notes

Let's watch some video examples of how practitioners have used the technology of video recording to monitor child progress. As a caution, before capturing images through photos or video, consult with your administration regarding your center's media policies and procedures.

Results Matter Series on
Early Childhood Assessment

Using Video to
Celebrate Progress

Click the link to watch in a new window:
https://youtu.be/ALyGAB7ANvo

Colorado Department of Education, Results Matter Video Library (2009). "Using Video to Celebrate Progress." Retrieved from https://www.cde.state.co.us/resultsmatter/RMVideoSeries_EarlyIntervention

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Slide notes

Watch the video, "Using Video to Celebrate Progress" provided by Colorado Results Matter video library. Click on the link to watch the video, which will open in a new window. Listen to how the physical therapist helps the family celebrate the child's progress. When you are done, return to the module and click continue to move forward.

Aurelius Reading at Naptime

Click the link watch in a new window:
https://youtu.be/54Sf3ZUehKU

Colorado Department of Education, Results Matter Video Library (2009). "Aurelius Reading at Naptime." Retrieved from https://www.cde.state.co.us/resultsmatter/RMVideoSeries_PracticesHereAndThere

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Watch the video "Aurelius Reading at Naptime" provided by the Colorado Results Matter video library. Click on the link to watch the video, which will open in a new window. The video clip illustrates how a teacher has captured a child's progress towards several educational goals through the use of video recording. We see how impactful sharing the information of child progress through the use of video is to the parent and for the teacher. When you are done, return to the module and click continue to move forward.

Slide notes

Let's check your knowledge.

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Part Four: Using Assessment for Determining Eligibility and Educational Planning.

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DEC defines outcomes as "a benefit experienced as a result of services and supports provided for a child or family." We use assessment to evaluate progress of the child outcomes (or goals as some refer to them) that have been documented in the IFSP and the IEP.

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So the most obvious question we must ask is "Did the child achieve the goals set for him or her? What is the evidence or data to support the answer of yes or no."

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If the child did achieve or make progress towards the goal, then what is the next step or goal that should be set for the child? If the child did not achieve the goal or make progress, then what might the reasons be and how can they be resolved? The team should discuss the suspected reasons, and document the plans for next steps.

Using Assessment for Evaluating Child Progress

Example questions to consider when a goal is not met or a child does not make progress towards a goal:

● Was the goal functional and appropriate?

● Did the child or family experience unforeseen challenges that adversely impacted child progress?

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Some example questions that might be used to evaluate child progress when a child does not meet a goal or make progress towards a goal are: Was the goal functional or appropriate? Goals can sometimes be written in a way that are not functional or measurable. Did the family experience significant stress, such as homelessness, child hospitalization or other developmental set-backs?

Using Assessment for Evaluating Child Progress

Example questions to consider when a goal is not met or a child does not make progress towards a goal:

● What instructional support(s) was provided?

● What was the intensity and frequency of instructional support?

● Does it appear the child may need the support of assistive technology?

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What instructional support was provided for this particular goal? Did the child receive adequate instructional support? How often and for how long? Did the child need the support of an adaptation or assistive technology in order to make progress towards a goal? These are just a few examples. Click continue when you are ready to move forward.

Click the link to watch in a new window:
https://www.draccess.org/videolibrary/TimeForOliver

Citation: Edelman, L. (Producer) (2010) Time for Oliver (Video). Rohnert Park, California: Desired Results Access Project Video Library, Napa County Office of Education, funded by the California Department of Education, Special Education Division. Retrieved from: https://www.draccess.org/videolibrary

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As we wrap up this lesson, let's watch a video featuring a practitioner discussing the value using video for monitoring and evaluating progress. In the video, "Time for Oliver," we hear a practitioner describe how he uses video recording to monitor child progress as well as self-evaluate the instructional support he has provided to children. In addition, he shares how he uses video to engage the family, and other IEP team members in evaluating the child's progress. This video was selected because it also illustrates how a practitioner engages the family in the evaluation process. Click on the link to watch the video, which will open in a new window. When you are done, return to the module and click continue to move forward.

Slide notes

In previous sections of Lesson 3, you learned about the role of assessment in determining a child's eligibility for early intervention or early childhood special education services, and developing an educational plan and activities. In this final section, we learned about monitoring child progress, and evaluating child outcomes.

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This concludes Module 7, Lesson 3. Thank you for participating. For more information, see the references and resources available via the download button on the screen. When you are done, you may close this window.