Learning Guide: Gathering multiple sources of information for assessment

You’ll know the practice is working if...

1. Multiple sources of information about the child’s functioning in everyday activities and routines. Use interviewing, systematic observation, and informal conversations with the family and other caregivers to portray an accurate picture of the child’s development. Together with caregivers, professionals use to gather information about a child’s strengths, needs, and eligibility for early intervention services. The process requires knowledge of both typical and atypical child development and involves gathering information about the child’s functioning in different settings, including family, friends, teachers, and other caregivers, direct observations of the child, and review of results from evaluations and developmental assessment instruments.

2. Ongoing development and involvement in the development and implementation of intervention services. The process requires knowledge of both typical and atypical child development and involves gathering information about the child’s functioning in different settings, including family, friends, teachers, and other caregivers, direct observations of the child, and review of results from evaluations and developmental assessment instruments.

3. Proficiency in determination process, including a description of the findings on the child’s functioning (e.g., strengths, abilities, and areas of delay), the rationale for that decision, the methods used to reach a decision, and the individuals and groups used to gather information. The family receives information about the child’s strengths, needs, and eligibility for early intervention. She is concerned about Jahwan’s strengths and challenges in everyday activities and routines. Use interviewing, systematic observation, and informal conversations with the family and other caregivers to portray an accurate picture of the child’s development. Together with caregivers, professionals use to gather information about a child’s strengths, needs, and eligibility for early intervention services.

4. Informed clinical reasoning is a process that team members use to gather information about a child’s strengths, needs, and eligibility for early intervention services. The process requires knowledge of both typical and atypical child development and involves gathering information about the child's functioning in different settings, including family, friends, teachers, and other caregivers, direct observations of the child, and review of results from evaluations and developmental assessment instruments.

5. The team makes decisions about the child’s eligibility for early intervention services based on his developmental functioning in order to make decisions about the child’s eligibility for early intervention services. For Jahwan, his strengths and challenges in everyday activities are not typical for a 20-month-old toddler and agree that he is eligible for early intervention services. The process requires knowledge of both typical and atypical child development and involves gathering information about the child’s functioning in different settings, including family, friends, teachers, and other caregivers, direct observations of the child, and review of results from evaluations and developmental assessment instruments.