

Wishful Thinking or Developmental Science? Appropriate Measurement of Part C Infant/Toddler Social-Emotional Outcomes

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Improving Data, Improving Outcomes
New Orleans, LA
August, 2016



Session Objectives

- Identify connections to state infrastructure and DEC Recommended Practices
- Recognize different purposes for screening & assessment of Social-Emotional (SE) development
- Discuss different factors related to how SE assessments are conducted
- Examine state challenges in SE screening / assessment, as well as solutions to those challenges

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Framing Today's Discussion


- We intend to generate shared information through discussion of social-emotional (SE) assessment to...
 - identify "where a child is" in their SE functioning and
 - gauge meaningful progress in SE development
 - in **very young** children
- We do not intend to discuss
 - Child outcomes and determinations
 - Development of IFSP goals

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Context – Who is in the room?

- To participate in the polls:
 - 1) Text DASY to 22333
 - Or
 - 2) Log on to Pollev.com/dasy



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Poll: Have you had any training focused on Social-Emotional Development of Infants/Toddlers?

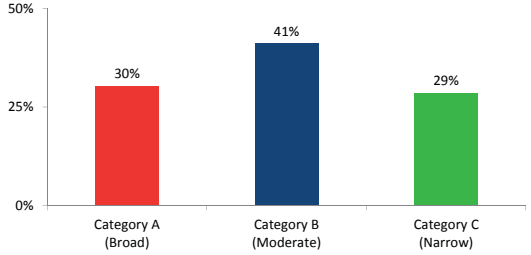
A – No training or experience
B – Specific training but limited experience in the field
C – Experience in the field but no specific training
D – Specific training and experience in the field



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Percentage of States by ITCA Eligibility Category (N = 56, 2015)



Category	Percentage
Category A (Broad)	30%
Category B (Moderate)	41%
Category C (Narrow)	29%

6 Infant/Toddler Coordinators Association, 2015



Poll: What is your state's ITCA classification of your Part C eligibility criteria?


A - ITCA Category A
 B - ITCA Category B
 C - ITCA Category C
 D - Not Sure



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How Might State Eligibility Criteria Impact SE Screening and Assessment?

- What might initial screenings/assessments look like at time of entry in....
 - States with very restrictive eligibility criteria?
 - States with wide eligibility?
 - States using risk criteria for eligibility?
 - States that do not allow risk criteria for eligibility?

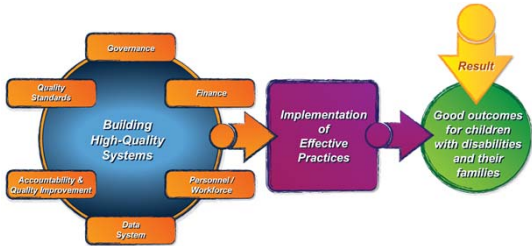
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Accurate Assessment of SE Development in Infants/Toddlers is IMPORTANT!




DaSy ncsi 

Assessment and the ECTA Framework




http://ectacenter.org/~pdfs/pubs/ecta-system_framework.pdf

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DEC Recommended Practices

The Division for Early Childhood of the Council for Exceptional Children



April 14, 2014
<http://www.dec.sped.org/>


This document is available online at: <http://www.dec.sped.org/recommendedpractices>

Assessment
 Assessment is the process of gathering information to make decisions. Assessment informs education and, as a result, is a critical component of services for young children who have or are at risk for developmental disabilities and their families. In early intervention and early childhood special education, assessment is conducted for the purposes of screening, determining eligibility for services, individualized planning, monitoring child progress, and measuring child outcomes. Not all of the practices that follow apply to all purposes of assessment. For example, practice 6B focuses on monitoring child progress but does not relate to assessment for eligibility.

We recommend the following assessment practices to guide practitioners:


- 6A. Practitioners work with the team to identify levels preferences for assessment processes.
- 6B. Practitioners work as a team with the family and other professionals to gather assessment information.
- 6C. 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, communicative, cultural, linguistic, social, and language characteristics.
- 6D. Practitioners conduct assessments that include all areas of development and behavior to learn about the child's strengths, needs, preferences, and interests.
- 6E. Practitioners conduct assessments in the child's natural language and in additional language if the child is learning more than one language.
- 6F. 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.
- 6G. Practitioners obtain information about the child's skills in daily activities, routines, and environments such as home, center, and community.
- 6H. Practitioners use clinical reasoning in addition to assessment results to identify the child's current level of functioning and to determine the child's eligibility and plan for instruction.
- 6I. Practitioners implement systematic ongoing assessment to identify learning targets, gain abilities, and monitor the child's progress to receive instruction as needed.
- 6J. Practitioners use assessment tools with sufficient sensitivity to detect child progress, especially for the child with significant support needs.
- 6K. Practitioners report assessment results so that they are understandable and useful to families.

DEC Recommended Practices in Early Intervention/Early Childhood Special Education 2014

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Assessment and the ECTA Framework

- **Quality Standards – Quality Indicator 1:**
 - Early childhood programs, including Part C and Section 619, use the child level standards to support the implementation of high-quality practices.
- **Element of quality “c”**
 - Practices (e.g. assessment, Individualized Family Service Plan (IFSP)/Individualized Education Program (IEP) development, development and learning activities) reflect the child level standards.


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Assessment and the ECTA Framework

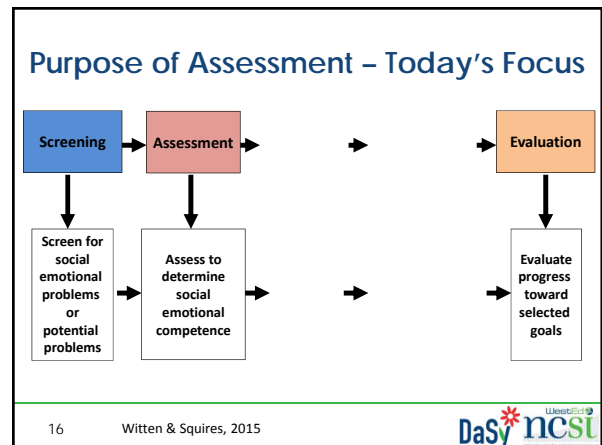
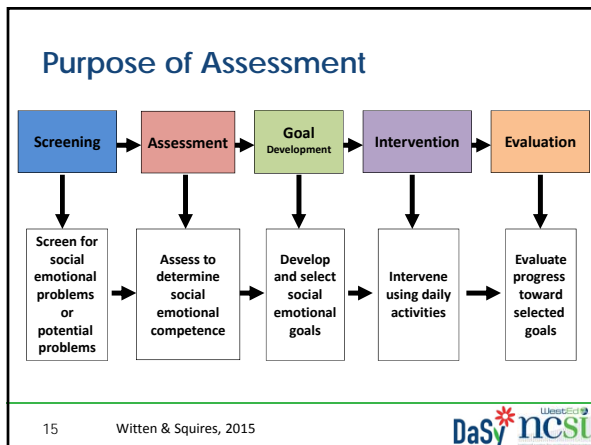
- **Quality Standards – Quality Indicator 3:**
 - The state has an infrastructure in place to support the effective use of child level standards.
- **Element of quality “d”**
 - The state has policies, procedures and/or guidance to support local programs in the alignment of curriculum and assessment with the child level standards.

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Accurate Assessment of SE Development in Infants/Toddlers is CHALLENGING...







Purpose of SE Assessment: Screening Tools

- Identification of infants/toddlers with signs of possible delays or disorders
- Identification of infants/toddlers needing a formal assessment
- For service planning
- To monitor change over time
- To determine whether goals/outcomes were achieved



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How Do You Assess SE Development? Measurement Issues

- Many measures used during the infant toddler period have a limited age range for use
- Differences in developmental profiles at different ages may arise from the different tasks we are using to measure the child’s SE functioning
- How do we measure infant/toddler social and emotional outcomes infusing authentic family engagement and appropriate clinical judgment?

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How Do You Assess SE Development? Common Processes

- Standardized screening and assessment tools
- Family interview and survey data
- Comprehensive assessment battery by Infant and Early Childhood Mental Health (IECMH) professional
- Clinical judgment

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How Do You Assess SE Development? Basis for Comparisons

- Use of chronological age expectations?
- Use of corrected chronological age expectations (especially for preemies)?
- Progress on a developmental trajectory?
 - Should the infant/toddler be following their own developmental curve as with physical growth?
- Use of functional age?

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How Do You Assess SE Development? Choosing a Screening Tool

- Purpose (reason) for screen
- Training, time & cost of administration (ease of use issues)
- Specific concerns related to child, family or risk issues
- Setting where tool will be used
- Appropriateness for children served in the program (language, etc.)

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How Do You Assess SE Development? Examples of Good SE Screening Tools

- Ages & Stages Questionnaire –Social Emotional (ASQ-SE2)
- Temperament and Atypical Behavior Rating Scale Screener (TABS)
- Devereux Early Childhood Assessment (DECA)
- (Brief) Infant Toddler Social-emotional Assessment (BITSEA & ITSEA)
- Social-Emotional Assessment/Evaluation Measure (SEAM)

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How Do You Assess SE Development? Examples of Good SE Screening Tools

- [Ages & Stages Questionnaire®: Social-Emotional, Second Edition \(ASQ:SE-2™\)](#)
- [Temperament and Atypical Behavior Rating Scale \(TABS\) Screener](#)
- [Devereux Early Childhood Assessment Clinical Form™ \(DECA-C\)](#)
- [\(Brief\) Infant Toddler Social-emotional Assessment \(BITSEA & ITSEA\)](#)
- [Social-Emotional Assessment/Evaluation Measure \(SEAM™\)](#)

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Determining Progress/Outcomes of Intervention – Utah’s Part C Experience



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Effect of SE Outcomes Assessment on Families, Providers, and Programs

- Considering differences in state eligibility criteria:
 - Is it realistic to assume that ALL children will reach “age equivalence” to typically developing peers?
 - How might any impact of very short term intervention be captured?
 - Other effects?

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Poll: What Challenges Do You Face in Infant/Toddler SE Assessment? (1 word)



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Challenges in Infant/Toddler SE Assessment

- Societal stigma
- Lack of broad understanding/acceptance of IECMH
 - Cultural differences
- Practitioner reluctance to discuss with parents
- It’s not “just the child”
- State quality standards specific to SE assessment

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Determining Progress/Outcomes of Intervention – Missouri’s Part C Experience

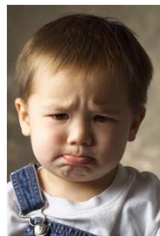


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State Discussion

- What is not working (i.e., what are the challenges)?
 - Tool selection?
 - Progress and/or outcome measurement?
 - Making sense of the information you collect?
 - Integrating information to make it meaningful to families?



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State Discussion

- What is working (i.e., what are your solutions to some of the challenges)?
 - What tool(s) are you using?
 - How are you integrating information for families?
 - What suggestions do you have for other states, based on your experiences?



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Summary and TA Support Needed





Resources

- Child Trends. (n.d.). Measuring and Reporting Social-Emotional Development in Early Childhood, website, <http://www.childtrends.org/our-research/early-childhood-development/measuring-sed-early-childhood/>.
- Division for Early Childhood. (2014). DEC recommended practices in early intervention/early childhood special education 2014. Retrieved from <http://www.dec-sped.org/recommendedpractices>.
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- Federal Interagency Forum on Child and Family Statistics. (2015). Inventory of existing measures of social and emotional development in early childhood. Washington, D.C.: Author. Retrieved from <http://www.childstats.gov/xls/ECSocEmotMeasuresInventory.xls>.
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- Nebraska Early Childhood Mental Health Work Group. (Revised Dec. 2013). Understanding Young Children's Mental Health: A Framework for Assessment & Support of Social-Emotional-Behavioral Health. Retrieved from www.education.ne.gov/oec/pubs/mentalhealthresource.pdf.
- Witten, M. & Squires, J. (July 2015). Assessment of Social and Emotional Development in the Context of Relationships. Webinar available at <http://ncsi.wested.org/resources/webinars/>.



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The contents of this presentation were developed under grants from the U.S. Department of Education, # H373Z120002 and H326R140006. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. DaSy Center Project Officers: Meredith Miceli and Richelle Davis. NCSI Project Officers: Perry Williams and Shedah Hajghassemali.

