

DOCUMENT RESUME

ED 361 989

EC 302 460

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 TITLE Assessment for Programming in Early Childhood Special Education. Futures File #2.
 PUB DATE Feb 93
 NOTE 20p.
 PUB TYPE Information Analyses (070) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
 DESCRIPTORS Definitions; Diagnostic Teaching; *Disabilities; *Early Childhood Education; *Evaluation Methods; Program Development; Special Education; *Student Educational Objectives; *Student Evaluation; Test Selection; Test Use
 IDENTIFIERS *Ecological Assessment; *Top Down Assessment

ABSTRACT

This summary of assessment information for programming in early childhood special education discusses principles of assessment, specific assessment procedures, and assessment instruments. An overview section on assessment provides definitions of "assessment" and "evaluation" and discusses the importance of assessment for programming (rather than eligibility). Principles of appropriate assessment (e.g., use of multiple methods and multiple measures) are outlined and an assessment portfolio is recommended for recording assessment information. The importance of teamwork in linking assessment information and programming strategies is stressed. The next section provides a definition and principles for both conducting an ecological assessment and using ecological assessment information. "Top Down" assessment procedures which begin by identifying goals (rather than student weaknesses) are described next with consideration of the uniqueness of the "top down" approach and eight steps for implementing this approach to assessment. Eleven instruments are compared in a table which shows for each instrument domains evaluated, age range, theoretical base, important features, and publisher/price. (Contains approximately 35 references.) (DB)

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Futures File #2

Assessment for Programming in Early Childhood Special Education

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**Assessment for Programming in Early Childhood
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CONTENTS

- I. Overview of Assessment for Programming Purposes
 - A. Definitions
 - B. Purposes
 - C. Appropriate Programming Assessment
 - D. Recording Programming Assessment Information
 - E. Linking Assessment Information and Programming Strategies

- II. Ecological Assessment Procedures
 - A. Definition
 - B. Conducting an Ecological Assessment
 - C. Using Ecological Assessment Information

- III. "Top Down" Assessment Procedures
 - A. Uniqueness of the Top Down Approach
 - B. Implementing the Top Down Approach

- IV. Frequently Used Curriculum-Based and Criterion-Based Early Childhood Assessment Instruments

- V. Assessment for Programming Reference List

Assessment for Programming in Early Childhood Special Education

AN OVERVIEW

by Monica McCarthy and Michael Gamel-McCormick

As we strive to define and implement best practices in the field of early childhood special education, the topic of assessment always receives considerable attention. Current literature raises many questions regarding the assessment of young children and offers options for assessment procedures. It is a given that assessment is a key component of early childhood special education programming. In order to ensure quality programming for young children with disabilities, we need to consider the definition and purposes of assessment, guidelines for appropriate assessment of young children, and strategies for linking assessment with instructional programming.

This document will define and differentiate the purposes of assessment, focusing on assessment for programming purposes. Relevant issues, concepts, and considerations as they are addressed in current literature will be highlighted. Finally, implications for linking assessment with programming will be discussed.

Assessment and Evaluation Defined

Assessment can be defined as "the process of gathering information for the purpose of making a decision" about a child (Bailey & Wolery, 1992, p. 96). This broad definition takes into account the many reasons and phases of child assessment. It implies that assessment is a dynamic, continuous process that allows service providers to make decisions about screening, diagnosis, placement, programming, and evaluation. Assessment is a process that considers the whole child within the context of his or her surrounding, family, culture, and environments.

Evaluation, on the other hand, is usually a static, one-time examination of a child's skills. Evaluations are typically conducted at the beginning and end of programming or at some point during the programming to "determine the child's rate of progress" (Bailey & Wolery, 1989, p. 4).

Purposes of Assessment

While we sometimes think that all assessments are alike, in fact, there are at least five reasons to conduct assessments. These include: a) **screening children**, b) **eligibility**, c) **placement**, d) **planning for programming**, and e) **evaluation of intervention efforts** (Bailey & Wolery, 1989). These various assessment purposes necessitate different procedures, instruments, materials, equipment, and personnel skills. Because different assessment procedures are best for different tasks, some cautions should be taken when assessing children. These include:

- * Screening techniques and information **should not** be used to plan programming for children with disabilities;
- * assessment procedures used to decide eligibility will not provide the information needed to plan children's individual education programs; and
- * assessment procedures used for eligibility or programming planning purposes will not provide the information needed to evaluate a program's effectiveness.

The Two Headed Dragon In infant and preschool programs serving young children with disabilities, the assessment procedures used to determine a child's eligibility to receive services are also often mis-used to plan the programming and intervention strategies for the child. This is comparable to trying to slay a two headed dragon with a disposable sword that is good for cutting off only one dragon head. By using standardized, norm-referenced assessment procedures you can determine a child's eligibility to receive services. (One head down!) However, teachers, therapists, and administrators often complain that it is very difficult to write an individual family service plan (IFSP) or individual education plan (IEP) from the information obtained through eligibility assessments. (One head remains.) This occurs because the procedures necessary to determine eligibility are not the procedures needed to gather information to plan for a child's intervention program. To use another metaphor, when conducting assessments, it is difficult to find a stone that will kill two birds at one time.

To solve this dilemma, what is needed is a clear recognition that *assessment for programming purposes is different from assessment for eligibility*. Procedures that are appropriate for screening or diagnosis (e.g., standardization, norm-referenced instruments; evaluation of isolated skills) should not be used to program for children. Assessment for programming purposes must look at the whole child within the context of the home, school, and community in which he or she lives.

When assessing for the purpose of instructional programming for young children, Bailey and Wolery (1992) suggest that six goals should be met. These include:

- 1) the identification of developmentally appropriate and functional goals;
- 2) the identification of the unique styles, strengths, and coping strategies of each child;
- 3) the identification of parents' goals for their children and their needs for themselves;
- 4) the formation and reinforcement of parents' sense of competence and worth;
- 5) the development of a shared and integrated perspective, across professionals and among professionals and family members, on child and family needs and resources; and
- 6) the creation of a shared commitment to the collaboratively established intervention goals (pp. 97-99).

This information should allow the team members providing intervention services with the information necessary to make decisions about the strategies, activities, contexts, and interactions levels to assist families and children to reach their stated goals and outcomes.

Appropriate Assessment for Programming Purposes

What constitutes appropriate assessment for programming purposes for young children? The Southern Association on Children Under Six (SACUS, now called the Southern Association for Early Childhood), NAEYC, and numerous early childhood special education professionals define assessment as the process of gathering accurate and appropriate information about children in order to make good judgments about their learning and development (Bailey & Wolery, 1989; Bredekamp, 1987; Campbell, 1991; SACUS, 1990). More specifically, good assessment for programming purposes should:

- * involve multiple methods for collecting information;
- * use multiple measures to collect information;
- * only use instruments that are valid for the population being tested;
- * address the child as a whole instead of isolating skills;
- * consider the expectations placed on children in their homes and other settings;
- * consider the cultural background of the child;

- * take place in the setting where the behavior or skills are expected to be used;
- * involve the child's family in collection of information;
- * take into consideration children's styles and rates of interaction;
- * involve repeated observations of the child's behavior and skills; and
- * take place over a period of time.

Assessment information collected in the manner outlined above can be used to adapt the intervention strategies being designed to assist children in reaching their stated goals and outcomes. These adaptations will allow the teacher and other staff members to better address the needs of individual children and their families. By using information from this type of assessment process, the curriculum remains current and responsive to the children. It ensures that the program continues to meet the child's individual needs on a daily basis.

Recording Assessment Information

Since assessment for programming data is different than eligibility information, one way to collect the information is to use an **assessment portfolio**. A portfolio is a record of the teacher's observations and comments about the child's activities and behaviors; a wide selection of the child's work (e.g., art work, sketches of block structures); video or audiotapes of significant activities; checklists of skills (e.g., vocabulary words used spontaneously); photographs of children's work; teacher observations; anecdotal events; information shared by a parent or family member; and any other evidence of the child's skills and progress. The information and materials that are included in a portfolio can be selected by the teacher, therapists, paraprofessionals, family members, or even the child (Grace & Shores, 1990).

The information that is collected in a portfolio meets many of the criteria for good programming assessment. It is collected over time. It relies on multiple sources of information. It collects information from many different individuals about the child's skills. And possibly most importantly, it collects skill information in the setting where the child has displayed the skill.

Linking Assessment Information and Programming Strategies

In order to use the information gathered from a good, on-going assessment procedure to plan the child's intervention program (e.g., an IFSP or IEP), the team working with the student must make some determinations:

- 1) The team (family, teachers, and therapists) working with the student with disabilities must determine **what skills** are important to this child's overall development, autonomy, and functioning at home and in other environments.
- 2) The team must determine **how those skills** should be used by the child in the settings that she spends most of her time.

Curriculum-based and criterion-based assessment instruments can assist the team in making these determinations (Bagnato, Neisworth, & Munson, 1989). These type of assessment instruments contain lists of skills that can be taught. The skills are selected and sequenced in a logical order. Each assessment item is linked to a specific educational objective. Children are assessed on objectives to be learned and then evaluated on the achievement of the targeted objectives. The individual child's performance is then compared to predetermined standards or criteria, rather than to a norm group (Fewell & Sandall, 1986). The criteria used to determine if a child has acquired a skill is often a flexible criteria that can have different interpretations for different settings. This provides a level of flexibility that is not available with standardized, norm-referenced instruments. It also allows staff members to determine how a skill is important in the context within which it is being used. Thus allowing the team to make both of the necessary determinations.

The information collected from curriculum-based or criterion-based assessment instruments can be used to assist in planning a child's intervention program. Because the skills being assessed using these types of instruments are in context; are specific skills that have been determined by the child's family, teachers, and therapists to be valuable to his or her development; and are generally listed in a developmental sequence, they can be used as one way to link assessment to program planning. (For information on curriculum-based and criterion-based instruments, see document #4 of this Futures File.)

In summary, in order to provide efficient, effective intervention programming for young children with disabilities, appropriate assessment must take place. These assessment procedures are distinctly different than the assessment procedures necessary to determine eligibility for infant or early childhood special education programs. Programming assessment must focus on what skills and behaviors the child needs to know rather than only pinpointing what the skills that are missing from the child's repertoire.

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**Assessment for Programming in Early Childhood
Special Education**

ECOLOGICAL ASSESSMENT PROCEDURES

by Michael Gamel-McCormick

Using the standardized, norm-referenced model of assessment, we often make the assumption that children of a certain age should possess certain skills. Twelve month olds should be walking. Two year olds should be saying two word sentences. Four year olds should be able to throw a ball. If children do not possess these skills at the designated age, they are "delayed". This approach works well for eligibility purposes but is often lacking when we want to develop instructional programming for children.

The standardized, norm-referenced approach to assessment also makes the assumption that the context in which children develop does not influence their acquisition of skills. Of course this is not the case. The child who has never been provided with the opportunity to ride a tricycle or a big wheel will not have the ability to ride such a toy. Likewise, the child who is not given a spoon or fork will not be able to eat with those utensils.

In order to assess a child's skills for the purpose of program and instructional planning, it is essential that the environments in which the child lives and operates are considered during the assessment process. A child's skills do not develop and are not displayed in a vacuum. Environments place demands and expectations on children. Some environments demand agile gross motor skills, while others value clear communication skills. **An ecological assessment approach takes into consideration the environments in which a child lives and the expectations placed upon the child in those environments and determines.**

Often environments are thought of only as physical; the space in a room or the type of materials a child might use. In reality, there are other very important aspects to environments. These include at least three other components: a) the expectations of the caregivers, b) the cultural parameters, and c) the expected level of participation due to the child's age and disability. The demands placed upon children by these conceptual aspects of the environment are just as important as the physical aspects.

This document will provide a step by step approach for conducting ecological assessments of children's environments. By assessing the environments in which children live and the expectations associated with those environments, we can better determine which skills to target when teaching. Through using an ecological approach to assessment, program planning can logically grow from the assessment information that has been collected.

ECOLOGICAL ASSESSMENT: A DEFINITION

An ecological assessment is one that assesses the skills needed by an individual child in order to participate in his or her environments throughout the day. It is a process to determine which skills to observe when evaluating a child for the purpose of program planning. The specific environments, expectations, and levels of participation are defined by the child, his or her family and caregivers, the community, and the family's culture. This is distinctly different than the **child assessment** where the child's skills are observed and recorded.

The product of an ecological assessment is not the skill level at which a child is operating. The product is the context and expectations that are important for the child. For example, when conducting an ecological

assessment for a three year old who spends time at a child care center, you notice that there are six major transitions during the morning. Transitions are an important part of this environment. The result of this observation is not that the child does or does not have the ability to make these transitions, but the fact that the transitions take place. With this information, the team conducting the child assessment will know to look at the child's ability to make transitions like the ones that occur in his child care setting.

The contexts, conditions, and expectations identified using an ecological assessment approach assist the family and service providers in identifying those skills that should be examined during the child assessment process. Once the ecological assessment information is collected, it is possible to plan a child assessment that is very specific to the student's situation. The ecological assessment will allow the child assessment team to examine skills necessary for the child to be successful in his current settings. In other words, the result of the ecological assessment is a "protocol", or format, that can be followed to determine what skill areas and specific skills should be observed when assessing the child.

An ecological assessment assumes that family members and caregivers are an important part of the assessment process. Family members and caregivers might include parents, siblings, grandparents, other relatives, child care providers, baby sitters, and neighbors. These individuals, in addition to service providers such as teachers, OTs, PTs, speech-language pathologists and others, will determine what child skills are important to assess during the child assessment.

AN ECOLOGICAL ASSESSMENT PROCESS

In order to conduct an ecological assessment, follow the steps listed below:

- 1) **Determine the child's important environments.** For most children there will be at least two important settings: home and a school or program setting. For many children there may be one or more additional environments that are important to the child. These might include a child care facility, a neighborhood play group, a church nursery or meeting group, a grandparent's or other relative's house, or a baby sitter's household.

You can determine these important environments by asking the child's parents and/or primary caregivers. Ask them to think about the child's daily and weekly experiences. Any place that the child spends great amounts of time are important environments.

- 2) **Determine the child's routine within each of the important environments.** Identify the primary caregiver(s) in each environment. Ask them to identify the child's routine within that environment. For example, at home, you may ask the child's father what his daughter's morning routine is. It might include waking up, washing, getting dressed, eating, and getting ready for day care.

Sometimes a parent or primary caregiver can tell you what the routines are for different environments. It is often best, however, to talk with the person or people directly responsible for the child's activities while in that environment. A parent may know the general schedule or routine at her child's day care center but the child's day care provider or the day care director will probably know more specifics about the child's routine. When possible, talk directly to the people most responsible for the child in a particular environment.

- 3) **Determine the skills that are important for the child to have in each environment according to the child's family.** The child's family has the greatest impact a young child's development. They will have specific preferences and beliefs about what skills are valuable in different environments and what skills are not as important. For example, a family that has an active social life may feel that the ability to greet and interact with other children is far more important than pre-writing or other pre-academic skills because of their values regarding social interactions and friends.
- 4) **Determine the skills that are important for the child to have according to the primary caregivers in each**

environment. Each caregiver and service provider will have opinions about which skills are most important to a child in his or her environment. A teacher may identify the need for a child to choose an activity as an important skill in the classroom environment. A child care provider may identify the ability to share with other children as important in her environment.

5. **Identify common skills that are important to the child across all or many environments.** The importance of these skills should be determined first by the child's family and then by the child's primary care givers and service providers.
6. **Compile all identified skills and prioritize the importance of the skills.** Compile a complete list of the skills identified as important to the child in all of her environments. Ask the family, caregivers (child care providers, baby sitters, relatives), and service providers (teachers, OTs, PTs, speech-language pathologists, etc.) to prioritize the importance of each of the skills.
7. **Give the list of identified skills to the child assessment team members.** The list of skills generated by the ecological assessment team should be communicated to those professionals and family members who will be conducting the child assessment process. The ecological information will allow the child-assessment team to know what the most important skills are for this child and will allow them to focus on the child's ability to perform these skills.

The result of this ecological assessment process will be a list of skills that are important for the child to have in all of the settings in which she currently participates. The list of skills may include tasks that the child can already do and abilities that she needs to develop. The list will provide those responsible for assessing the child's skills with a personalized assessment focus defined by the child's environments. This process eliminates testing the child in areas that are irrelevant to her ability to function in the settings in which she spends time.

USING THE ECOLOGICAL ASSESSMENT INFORMATION

The list of skills generated by the ecological assessment is the map that can guide the child's individual assessment. Depending upon which skills are identified, decisions can be made regarding: a) where the child assessment should take place; b) over what period of time the assessment should take place; c) what assessment instruments to use; d) what materials should be included; and e) which disciplines should be involved in the assessment.

Where to Assess. The best place to determine if a child has a functional skill is in the environment(s) where she uses that skill. Conducting an ecological assessment will help those evaluating a child to determine where they want to assess her skills. For example, if feeding herself during meal times is an important skill, the assessment team will know that they need to do some portion of the assessment during a meal.

When to Assess. Certain skills need to be assessed over time or in a number of different settings. If the ecological assessment has determined that a child's skill at initiating interactions is important the team may want to do some portion of their assessment at the beginning of a school day to see how the child greets other children and adults. The ecological assessment process will provide the evaluators with the information they need to determine at what time of the day or during what portion(s) of a child's routine they need to evaluate the skills that are important to her functioning well in her many environments.

What Assessment Instruments to Use. Depending which skills are identified as important to the family and service providers, some assessment instruments will be more useful than others. As a general rule, criterion-based or curriculum-based assessment instruments will provide clear, specific, criteria by which the evaluators can determine whether or not the child possesses a skill. For example, the Hi-Comp assessment/curriculum is very strong at assessing pre-academic skills but not as thorough with fine and gross motor skills. The Hi-Comp might be used when the family and service providers are most concerned about problem solving and other cognitive abilities.

What Materials to Use. Children will have clear preferences for materials and different experiences with materials. The ecological assessment will help the assessment team members to determine which materials may be best to use during the child assessment.

Which Discipline Representatives to Include on the Assessment Team. The list of skills generated by the ecological assessment process will assist in determining which professional from specific disciplines should be involved in the child evaluation. If the list of skills generated includes initiating conversations and communicating wants and needs, a speech-language pathologist is would be a crucial team member. If pulling to stand and walking are identified as important skills, a physical therapist would be important to include. At all times, on all teams, family members should be included (if they so desire). Because family members will have extensive information about their child across many of the environments, their input will be very important.

Through the use of an ecological assessment approach more precise child assessment can take place. Assessment teams will know what skills to focus on during their evaluations. They will know what materials the child prefers and they will know in which settings to do their evaluations. The end result of a good ecological assessment is a road map for the child assessment that will provide valuable information for program planning.

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Assessment for Programming in Early Childhood
Special Education

**A "TOP DOWN" APPROACH
TO ASSESSMENT FOR PROGRAMMING**

by Michael Gamel-McCormick

If the decision has been made, either consciously or unconsciously, to have two assessment processes for young children with disabilities, one for eligibility purposes and one to plan individual programming, then a "top down" approach might be used for the programming assessment process. Campbell (1991) has suggested that our typical model of assessment is a "bottom up" approach. That is, we identify a problem, deficit, or weakness with the child and then program to eliminate that deficit. This "bottom up" approach is one that is efficient for determining weaknesses and deciding whether or not children are eligible for early intervention services. It is not, however, efficient or effective for determining programming strategies and approaches.

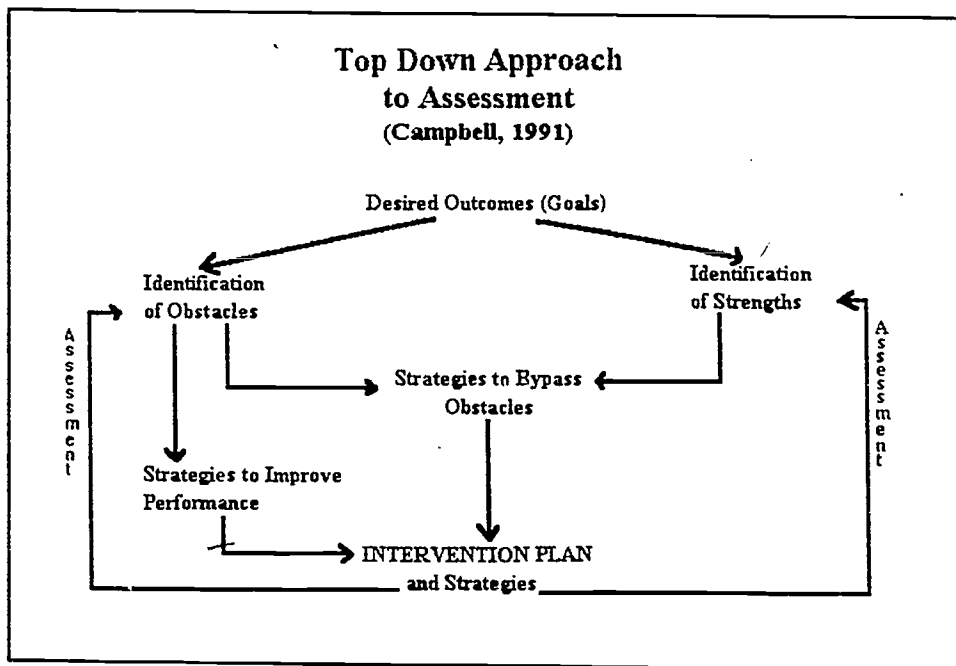
Campbell suggests what she calls a "top down" approach to assessment (see diagram). Instead of starting from the weaknesses or deficits of a child, she proposes to ask the question, "What outcomes or goals do we want to accomplish with and for this child?" According to this model, assessment for programming purposes can not begin before this question is answered.

Once the goals or outcomes are determined, a two pronged approach to the assessment process is used. The first prong asks, "What are the strengths of this child?" The second prong questions, "What are the obstacles to this child reaching the stated outcomes and goals?"

Strengths might include such developmental traits as language and cognitive skills, fine motor dexterity, and locomotion. However, strengths might also include the child's curiosity, his desire to be in a group, her caregivers' willingness

to do programming at home, a teenage sister who can build adapted seating arrangements, or the presence of a supportive extended family.

Obstacles might also be traditional developmental traits that we see as deficits or weaknesses. For example, we might identify that a child's expressive language skills are limited or that frustration at not being able to communicate effectively causes him to use disruptive behavior to get attention and have his needs met.



However, obstacles could also be that the people in his environment do not understand his less disruptive efforts to communicate. Therefore, obstacles can be found within the child, within the child's environments (including those around him), or as an interaction between the child and his environments.

Once the child's strengths and the obstacles to reaching the outcomes are identified, strategies for reaching the stated goals and outcomes can be formulated. Family members, therapists, teachers, and paraprofessionals can begin to put those strategies into action. Through evaluation, if the plans are successful, the team can reconvene to develop new goals and outcomes. If the strategies do not accomplish the desired outcomes, the team can further assess the strengths and obstacles and develop new plans.

Uniqueness of the "Top Down" Approach

The "top down" approach to assessment is different from the typical approach taught to diagnosticians. It emphasizes a team approach to planning, the child's strengths, adaptation of the environment, the interaction of the child and her settings; and continuous evaluation and feedback regarding the accomplishment of goals and outcomes. The importance of each of these points is explained below.

Team Planning. Through the "top down" approach to assessment, the child's intervention team identify the skills, behaviors, or tasks that they see as most important for the child to accomplish. This allows the team members to focus on skills that are important to the child and his family. Using a typical assessment approach, developmental milestones dominate the assessment process. While developmental milestones are important for determining how a child is progressing in relationship to her peers, those milestones are not always important to the child's daily functioning.

Focus on the Child's Strengths. This approach to assessment emphasizes looking at the child's strengths. The approach encourages team members to identify child skill and behavior strengths, environmental and setting strengths, and interaction strengths. These strengths can form a foundation for the programming plan that will be implemented to reach the desired goals and outcomes.

Examination and Adaptation of the Environment. Traditional assessment approaches identify weaknesses or deficits in the child and design plans to have the child learn those behaviors or skills. The "top down" approach to assessment encourages the team to look at the settings that the child is in and the obstacles that they create as well as the skills that may not be present in a child's repertoire. As a simple example, imagine a child with spina bifida. He may not be able to walk. That is a child characteristic or deficit. However, if he learns to use a walker but there is not enough room in his preschool class to maneuver, that is an environmental obstacle. The "top down" approach emphasizes that obstacles that prevent a child from accomplishing a goal may be within the child but may also be part of the environment.

Continuous Evaluation and Feedback. Because they are usually driven by end-of-the-year evaluations or eligibilities, traditional assessment approaches do not include continuous feedback about the child's movement toward reaching goals and outcomes. The "top down" approach stresses that the assessment process is an ongoing event. Anecdotal, systematic, or criterion data are collected to determine if goals and outcomes are being met. If they are, the team can meet to set new goals. If outcomes are not being met, the assessment process can focus on identifying new strategies to be used to assist in meeting the outcomes.

The unique characteristics of "top down" assessment make it an approach that is appropriate to use when planning programming. Because of its structure, it links the collection of information about a child and her settings to the curriculum and intervention approaches to be used to meet the identified outcomes.

Implementing A "Top Down" Approach to Assessment

To implement the "top down" approach to assessment, follow these steps:

- 1) Identify the desired outcomes or goals for the child. With parents, caregivers, teachers, therapists, and

other significant service providers and people in the child's life, identify the behaviors and skills to accomplish during the next six (6) to twelve (12) months. Ask questions like, "What do we want Tasha to be doing at home during meals?" or "What would we like to see Jesse doing at circle time?" As a group identify goals that are important to everyone. Do not overwhelm yourselves or the child. Five or six goals is plenty and reasonable to accomplish. You can always reconvene the team to identify more goals.

- 2) **Identify the child's strengths in relationship to the outcomes or goals selected.** Define strengths as broadly as possible. Often a skill that a child has that seems unrelated to an outcome can be used to accomplish that goal. Also remember that strengths include the child's relationships with others and the settings where he interacts.
- 3) **Identify obstacles that are inhibiting the child from obtaining the goals or outcomes selected.** Obstacles might be child related (e.g., does not sit in group longer than five minutes). Obstacles can also be environmentally defined (e.g., group is 15 minutes long). By looking at obstacles from a child point of view and an environment/routine point of view, the team can begin to see that intervention can occur within the environment rather than only directed at the child's behavior or skills.
- 4) **Identify strategies to bypass the identified obstacles.** Focusing on the child's strengths as identified by the team, the group can begin to develop strategies to by pass the obstacles. Strategies can take three general forms: a) focusing on the child's strengths to obtain the desired goals, b) adapting and augmenting the environment (including individuals in the environment) to obtain the goals, and 3) improving, augmenting, or increasing the child's skills to obtain the goals. A combination of these approaches can be used to develop the intervention plan.
- 5) **Develop an curriculum and intervention plans based on the strategies identified by the team.** Using the routines and daily activities of the settings where the child spends most of her day, develop intervention activities based on the strategies to reach the desired outcomes and goals.
- 6) **Evaluate the effectiveness of the intervention plan.** Those implementing the plan can evaluate its effectiveness on a frequent (at least twice a month) basis to determine if the strategies are assisting in reaching the desired goals.
- 7) **Re-examine the strengths and obstacles and develop new intervention plans.** If the evaluation reveals that the intervention plan is not resulting in the desired outcomes, the process of assessment continues until a new intervention plan is developed. This keeps the curriculum responsive to the child's needs and avoids program strategies that are not effective.
- 8) **Determine new goals and outcomes.** If the evaluation of the intervention plan determines that the goals are being met, the team can reconvene to establish new goals and outcomes. This ensures that the program continues to work on skills that are valuable to the child and her family.

Reference

Campbell, P. (1991). Evaluation and assessment in early intervention for infants and toddlers. Journal of Early Intervention, 15(1), 36-45.

**Assessment for Programming in Early Childhood
Special Education**

**EARLY CHILDHOOD ASSESSMENT INSTRUMENTS THAT ASSIST
WITH PLANNING PROGRAMMING FOR YOUNG CHILDREN WITH DISABILITIES**

Instrument

Assessment, Evaluation,
and Programming System
(AEPS) (1992).

Carolina Curriculum for
Infants and Toddlers with
Special Needs (2nd
Edition) (1991).

Carolina Curriculum for
Preschoolers with Special
Needs (1990).

Developmental Programming
for Infants and Young
Children (1989).

Hawaii Early Learning
Profile (HELP) 0-3 yrs
(1987).

Domains

Cognitive; fine and gross motor; social; communication; social-communication; self-care.

Cognitive; fine motor; gross motor; social adaptation; communication; all domains have extensive sub-domains.

Cognition; fine motor; gross motor; social adaptation; communication; all domains have extensive sub-domains.

Cognition; language; self-care; gross motor; fine-motor/perceptual; social/emotional.

Cognitive; expressive language; gross motor; fine motor; social; and self-help.

Age Range

Birth to 36 months.

0 - 24 months.

24 - 60 months.

Birth to 36 months.

Birth to 36 months.

Theoretical Base

Developmental; functional.

Piagetian.

Piagetian.

Developmental.

Developmental.

Important Features

Criterion-referenced; has an accompanying curriculum; task analyzes many skills.

Criterion-referenced; has an accompanying curriculum; ordinal in nature; very detailed cognitive development domain.

Criterion-referenced; has an accompanying curriculum; detailed subdomains in the cognitive section.

Criterion-referenced; has accompanying curriculum; parent activity suggestions also included.

Criterion-referenced; accompanying manual provides procedure suggestions; HELP at Home binder provides curriculum suggestions.

Publisher

Paul H. Brookes, P. O. Box 10624, Baltimore, MD 21285, 1-800-638-3775, \$39.00.

Paul H. Brookes, P.O. Box 10624, Baltimore, MD 21285, 1-800-638-3775, \$39.00.

Paul H. Brookes, P.O. Box 10624, Baltimore, MD 21285, 1-800-638-3775, \$40.00.

University of Michigan Press, P. O. Box 1104, Ann Arbor, MI 48106 (313) 764-4392.

VORT Corporation, P.O. Box 60880-K Palo Alto, CA 94306 415-322-8282. \$2.95 ea.

| <u>Instrument</u> | <u>Domains</u> | <u>Age Range</u> | <u>Theoretical Base</u> | <u>Important Features</u> | <u>Publisher</u> |
|--|---|------------------------|---------------------------|--|--|
| <u>Hawaii Early Learning Profile (HELP) for Special Preschoolers (1987).</u> | Self-help; motor; communication; social; and learning/cognitive; extensive sub-domains. | 36 - 72 months. | Developmental. | Criterion-referenced; accompanying manual provides activities for intervention. | VORT Corporation, P.O. Box 60880-K Palo Alto, CA 94306 415-322-8282. \$2.95 ea. |
| <u>HICOMP Preschool Curriculum (1982).</u> | Communication; social; cognition. | 0 - 60 months. | Behavioral/developmental. | Criterion-referenced; curriculum included; behavioral strategies included. | Merrill/Macmillan, Co., 445 Hutchinson Ave., Columbus, OH 43235-5677, 1-800-228-7854. Approximately \$39.00. |
| <u>Portage Guide to Early Education Checklist (1984).</u> | Cognition; self-help; language; motor; personal/social. | 36 - 60 months. | Developmental. | Criterion-based; has an accompanying curriculum. | Portage Project Materials, CESA 5, 626 East Slifer St., P.O. Box 564, Portage, Wisconsin 53901, 608-742-8811. \$50.00. |
| <u>Rockford Infant Developmental Evaluation Series (RIDES) (1979).</u> | Adaptive; personal/social; fine motor; gross motor; expressive language; receptive language; self-help. | 4 - 36 months. | Developmental. | Criterion-referenced; can be used for on-going evaluation. | Schoastic Testing Service, Inc., 480 Meyer Rd., Bensenville, IL 60106 |
| <u>SPECS: System to Plan Early Childhood Services (1991).</u> | Communication; sensori-motor; physical; self-regulation; cognition; self/social. | 2 - 6 years. | Developmental/behavioral. | Judgement-based; relies heavily on team (including caregiver) input; designed to use clinical judgements to objectively decide services. | American Guidance Services, 4201 Woodland Rd, Circle Pines, MN 55014, 1-800-328-2560. \$72.00. |
| <u>Transdisciplinary Play-Based Assessment (1990).</u> | Cognitive; sensori-motor; social-emotional; communication. | Early childhood years. | Developmental/functional. | Framework for determining skills within the context of play; assists in interpreting the information observed during play sessions. | Paul H. Brookes, P.O. Box 10624, Baltimore, MD 21285, 1-800-638-3775. \$39.00. |

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