



Facilitating and Documenting Evaluations and Assessments



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A little about presenter...



- Started in the field of EI volunteering for an EI program in Idaho
- Moved to Alaska, completed my Masters in Early Childhood Special Ed
- Worked with their EI program as a Developmentalist for 4 years completing evaluations and on going home visits
- Currently working with Space Coast ES for the past 7 years
- Started as a Service Coordinator moonlighting as a Developmentalist
- Then took on a full time Developmentalist position
- Then moved into Management of the evaluation piece with our external providers.





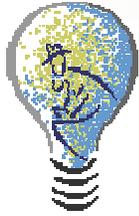
Experiences with Conducting Evaluations and Assessments...

- Completed evaluations in 3 different states over the past 14 years
- Have experience using the BDI and now use the BDI 2 – as well as other assessments
- Provided trainings on the BDI 2
- Assisted in the development of the BDI 2 through Riverside Publishing

"Talk Points"

- What are Evaluations and Assessments
- Why the BDI 2? and What is it?
- Role of FSC in evaluation/assessment process
- Documentation of
 - Overall evaluation
 - Eligible/Non-eligible children
 - Case Notes
 - Data System





Team Think



- We need:
 - Turn to your neighbor and discuss:
What is the most difficult or uncertain part of the evaluation process for you as a service coordinator?
 - Thoughts can be shared with the group

As Bronfenbrenner (1979) stated, evaluation need not be... “the science of the strange behavior of children in a strange situation with a strange adult, for the briefest possible period of time” (pg 19).



What is the difference between Evaluation and Assessment





Evaluation

- Evaluations are procedures used by qualified professionals, together with families, to determine a child's eligibility for early intervention services.
- Evaluations should include a mixture of standardized testing, clinical observation, parent interview, and may also include screening tools.



Assessment

- Assessment is the process of obtaining detailed information about a child's unique strengths and needs within the context of his/her family to develop ongoing intervention planning.
- Assessment is used to determine baseline information about the child's skills and abilities and then monitor for overall developmental progression.



Why the Battelle Developmental Inventory 2nd Edition?



Office Of Special Education Programs

- The U.S. Department of Education requires the Office of Special Education Programs (OSEP) to monitor the lead agency's system for Part C and the State system for Part B to ensure that programs and activities are in compliance with the Individuals with Disabilities Education Act (IDEA) Parts B and C.
- OSEP now requires states to report child outcome measurement information



Early Steps System Evaluation Workgroup

- Florida's Early Steps System Evaluation Workgroup was charged with making recommendations for Florida's child outcome measurement system.
 - Comprised of individuals from both Part C (Early Steps) and Part B (school systems)



Did the child improve in...

- Positive social-emotional skills?
- Acquisition and use of knowledge and skills?
- Use of appropriate behaviors to meet their needs?

Florida chose the BDI 2



- Because the BDI 2 ...
 - Integrates both parent interview and structured test items in the assessment process
 - Functions as both an evaluation and ongoing assessment tool
 - Is a norm referenced test
 - Had the most test items available to answer the three OSEP required questions



FSC Role in Evaluation and Assessment Process



Before the Evaluation...

- Service coordinator's are **CRITICAL!!!**
- Gather initial information to have appropriate team members present for the initial evaluation (no 'cookie cutter' eval teams)
- Complete Screenings for some children
- Provide a single point of contact for family – provide support to family



Prepare the family for their role in the evaluation/assessment

- What can they expect when the evaluation is going on?
- Inform families of what standardized testing means ...
 - **The evaluators will have to see certain items performed in certain ways in order to score those items**
- What are some of the child's favorite toys?
- What is the best time of day?
- Who should be there (family, friends)?
- Is a translator/interpreter needed?
- Are there any additional accommodations that need to be made for the child?



More preparation!

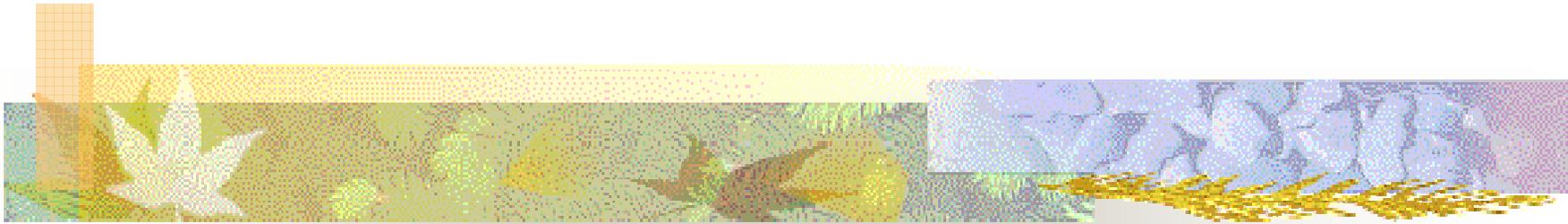
- Let families know that you will need:
 - Home/agency/daycare
 - To be boring! (“clutter” free) space to help the child stay as focused as possible
 - To be as Quiet as possible
 - To be as Distraction Free as possible
- Family's primary language must be considered otherwise the testing could be invalidated
- Cultural context needs to be considered when evaluating and assessing children
- Adaptations for children with certain impairments - such as vision or hearing- must be documented on the IFSP
 - Must include specialists on the evaluation team as appropriate!



At the Evaluation

- Introduce family and team members
- Review concerns
- Review medical and cultural information relevant to the testing process
- Explain the process
- Ensure that the parents are engaged with the providers in eliciting responses with the child
- Facilitate the evaluation/assessment process

Service coordinators as key
team members!



Facilitate the flow of
the process

Informally document what you hear throughout the evaluation process

- Parent “wishes”/concerns/priorities
- Strengths of child
- Team concerns



To move smoothly from results to developing outcomes, goals, and strategies

Other points to be considered during evaluation and assessment

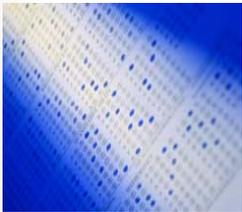
- Explain what the family is seeing as it occurs
- **Observe any naturally occurring interactions between the child and caregivers**
- Ask for the parent's report of child's performance and behavior
- Document the child's response to testing situation and interactions with new people



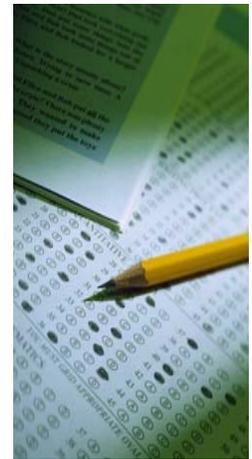
How do you contribute the 'global picture' during the evaluation? What great info do FSCs add?

Document the Evaluation/Assessment on the IFSP Forms

■ Form D



■ Form E





Documentation on Form D

- Record the child's strengths and challenges for all 5 required developmental domains...
 - Motor (Gross and Fine)
 - Self-Help (Adaptive)
 - Social
 - Cognitive
 - Communication

Record the child's level of functioning in all 5 required domains

These scores may include: (dependent on the type of scores provided)

Standard Scores/Developmental Quotients

Scaled Scores

Age Equivalents



Why use Standard Scores (SS) instead of Age Equivalents (AE)?

Andersson, L. (2003). Eligibility in Early Intervention:

Age Equivalency Scores Versus Standard Scores

Standard scores:

- * represent the performance of large groups of children
- * they are designed for comparing one child's score to the score of a group of children of similar age
- * the same score has the same meaning across all norm-referenced tests (a standard score of 78 falls 1.5 *SD* below the mean and corresponds to a percentile rank of 7)



Why use SS instead of AE? Con't...

- AE scores do not represent performance of a group of children (they may not represent performance of any child)

- b. AE scores do not indicate how far a child's performance is from that of children of similar age

- c. the term “age equivalency” suggests that a child's performance is like that of a child of a different age
 - suggests that performance reflects the same knowledge and skills found in a younger child
 - suggests that performance is of the same quality and quantity as that of a younger child

Eligibility is based on the following criteria...

- **Established Conditions!!! They already are eligible!**
 - * Appropriate documentation is required!

- **Standard Score/Developmental Quotient =**
 - **78 or lower** in any one area

- **Scaled Score =**
 - **6 or lower** in one of the four sub-domains
 - Gross motor
 - Fine motor
 - Receptive Communication
 - Expressive Communication

- **Age Equivalent = 25% delay or more** from the age of the child
 - In any of the 5 developmental domains or sub-domains of motor or communication

Document Eligibility

X

*Eligible for Early Steps (Part C Early Intervention)
based on the following:*

X

Established Condition of:

Document Eligibility

X *Developmental Delay in the area (s) of:*

- * One of the 5 developmental domains showing eligible scores
- * Score from a secondary test that shows eligibility (ie...Developmental Pre-Feeding Checklist, Gross and Fine motor Checklist, Rossetti...)



Document Eligibility Con't...

- Informed Clinical Opinion
 - Documentation should include any or all of the following:
 - Atypical skills seen
 - Asymmetrical skills seen
 - Skills/patterns/qualities that will impact the child from developing further
 - BDI 2 does not look at quality of movement!
- Record atypical performance not captured by test results in the evaluation results for the appropriate domain and/or in the eligibility statement

Document Ineligibility



X

Not Eligible for Early Steps Services

- * Write below the X any **recommendations, suggestions** provided to the family, and **information** for the family to address **family concerns** as well as any appropriate **referrals**



Form E: Assessment Information

- **This form is used for every Eligible child**
- **Serves as the Assessment Report**
- **Reviewed at IFSP meetings**



Form E...

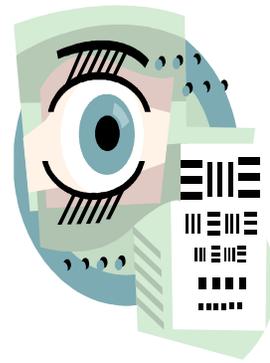
- Identifies the child's current and emerging developmental skills focusing on daily routines and activities
- Provides a description of the routines, activities that are going well and that the family/child may find difficult in order to build on existing skills, strengths, and learning opportunities

Form E

Documentation of Vision and Hearing



- The Parent Interview Protocol for Child Hearing and Vision Skills is typically done at the face to face first contacts visit
- Enter the current status of the child's vision and hearing on Form E, based on the vision and hearing form
- Enter in any relevant observations and additional concerns identified during the assessment process that will help in the development of the IFSP





Results of the Evaluation/Assessment

- Results should include...
 - Responses that answer the family's main concerns and priorities for their child
 - Highlights of the strengths and needs of the child
 - Results can be stated in a way to integrate strategies related to family's outcomes

Signatures!

- All assessors involved in the assessment of the child are required to completed the following sections:
 - Name
 - Discipline
 - Signatures with credentials

- Depending on your service area you may ask that the **Parents/Caregivers of Non-eligible** children **sign** with the other team participants

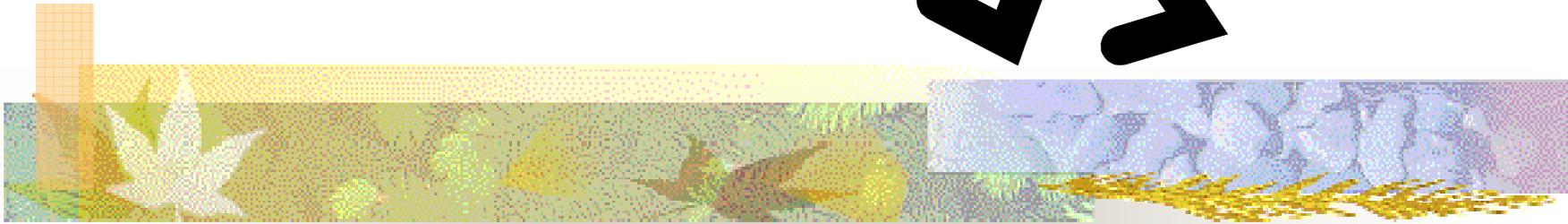
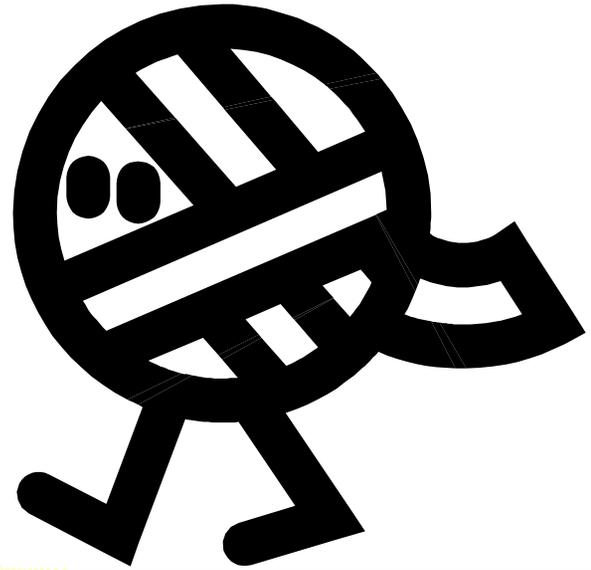


Wrapping up information with the family



- Emphasize child's strengths
- Families need to hear information more than once
- Pulse check! – how is the family reacting to the news ...then decide how to proceed from there
- Give global review of results if needed

Wrap up



Paper work



Documentation – Electronic Case Notes

- After the evaluation you must document your contact with the family
 - New to the ES program is the Electronic Case note
 - You must include all typical Case Note information
 - Time in and out, summary of encounter
 - You will also document
 - Supporting documentation (IFSP, BDI 2 protocol etc.)
 - Travel Time and departure/arrival location



Data System

**Documentation of
Evaluation Scores**

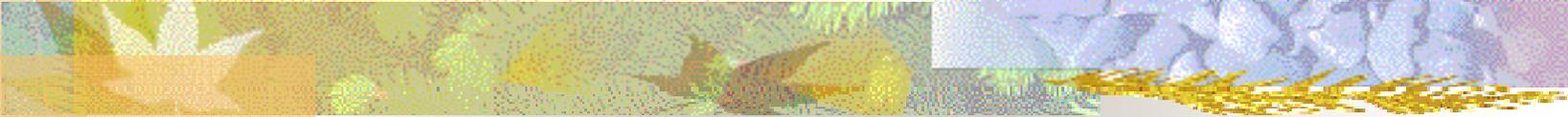
Standardized Testing

Functional Status

Documentation of Evaluation Scores

- Entered on the Evaluation Screen of the Data System
- Include all 5 developmental domains
 - Enter the DQ if BDI2 was used
- Vision
- Hearing





Battelle Developmental Inventory

2nd Standardized Scores

- Test codes to be entered
 - **B2MO** ~ Motor
 - In long note please document the Gross and Fine motor Scaled Scores
 - **B2CM** ~ Communication
 - In long note please document the Receptive and Expressive Language Scaled Scores
 - **B2PS** ~ Personal Social
 - **B2AD** ~ Adaptive
 - **B2CO** ~ Cognitive



Functional Status Scores

- These scores are to be entered for tests that provide Age Equivalents

- **FSCG** ~ Cognitive
- **FSFM** ~ Fine Motor
- **FSGM** ~ Gross Motor
- **FSAD** ~ Adaptive
- **FSCM** ~ Communication
- **FSSE** ~ Social

For Domains that have more than one subtest (communication has receptive and expressive) please take the average of the scores to enter in the global Domain score

How this looks in the Data system:

***Date:** (mm/dd/yy)

***Recipient:**

***Test:**

Score:

***Type**

SSA, Standard Score

Adjusted for
Prematurity

SS, Standard Score

chronological age

***Provider:**





Natural Environments....

