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EED280  
10-23-2011

## ***Midterm***

### ***1. Name of Tool: The Battelle Developmental Inventory***

<http://www.tats.ucf.edu/docs/eUpdates/Evaluation-8.pdf>

TATS eUpdate - Evaluation and Assessment of Young Children  
Overview of the Battelle Developmental Inventory

**Ages:** 12 – 96 months

#### ***Administration of the Tool:***

**Describe the method used to administer the assessment.** The 96 items use a combination of observations of the child, parent and/or caregiver interviews, and interactions with the child using toys, games and tasks. During sessions with the child, the examiner observes the child's ability to follow directions, interact, and perform selected tasks. Areas that cannot be assessed during test sessions may be supplemented with parent information.

**The length of time it takes to complete if there is a specified time limit.** 20 minutes

**Include who may administer and how it is completed.** Members of multidisciplinary evaluation teams; can be administered by paraprofessionals who have had supervised practice. When giving this assessment, the knowledge, skills, and experience of the evaluator are an important part of validating the test and interpreting the results. The examiner needs to understand the test well and should have a good understanding of child development. The assessor must also understand and be comfortable with the age level of the child being observed.

#### ***Content Areas:***

**List the areas addressed in the assessment tool.** The Battelle Developmental Inventory investigates receptive and expressive language, fine & gross motor, adaptive, personal-social, and cognitive/academic behaviors and knowledge base. The BDI details 450 test items placed into five domains: Adaptive, Personal/Social, Communication, Motor and Cognitive.

**Brief summary description:** The BDI is intended to identify children who are at risk for delay and in need of evaluation. The BDI looks at developmental milestones. It is generally accepted that child development occurs in a particular sequence - the attainment of one skill typically depends on the acquisition and mastery of preceding skills.

#### ***Description of Purpose:***

**Provide a brief description of how the results of this tool may be used to enhance the education of young children.** The information gained from BDI are many, they can help to identify the strengths in developmental skills and opportunities for learning for typically developing children and children with disabilities. The test diagnostics of the BDI help in assessing children considered to be at risk in any developmental area as well as helping to development of IFSP's and IEP's. The test is a useful tool in monitoring student progress toward long and short term goals and objectives

**Be sure to include if it is a norm-referenced, criterion-referenced, or curriculum-based measure:**

The BDI is norm-referenced tests because of the standardized, formal procedures for administering, timing and scoring.

## **2. Name of Tool: *Ages and Stages Questionnaire***

<http://agesandstages.com/>

Ages and Stages Questionnaires-3

<http://www.ourhousecdc.com/iplan.pdf>

OUR HOUSE CHILD DEVELOPMENT CENTER PROGRAM EVALUATION AND  
IMPROVEMENT PLAN

**Ages:** Birth to 60 months

### ***Administration of the Tool:***

**Describe the method used to administer the assessment .**

The ASQ involves separate forms of 30 items for each age range (tied to well-child visit schedule). The measure can be mailed for child-find programs as a first level screening tool to determine which children need further evaluation to determine their eligibility for early intervention or preschool services.

**The length of time it takes to complete if there is a specified time limit.**

15 - 20 minutes, less if parents complete independently (each questionnaire takes 10-20 minutes to complete, with 2-3 minutes to score)

**Include who may administer and how it is completed.** Parents; home visitors; other providers; requires a 6th grade reading level. Professionals score the questionnaires by comparing the cutoff in the different areas of the tests, any scores below the indicated cutoff, are flagged as a “need to notify” for further evaluation and the parents being informed.

### ***Content Areas:***

**List the areas addressed in the assessment tool:**

The questionnaire is used to monitor the development of children at risk for disabilities or delays. ASQ looks at strengths and trouble spots, educates parents about developmental milestones, and incorporates parents’ expert knowledge about their children. Inability of a child to accomplish activities and meet the cutoff score for one or more area of development sends up a “red flag” for concern and may indicate possible development delay or the need for further evaluation to determine the need for special services.

**Brief summary description.**

This system is designed to be implemented in a range of settings and can easily be tailored to fit the needs of many families. Simple directions help parents indicate children’s skills in language, personal-social, fine and gross motor, and problem solving.

### ***Description of Purpose:***

**Provide a brief description of how the results of this tool may be used to enhance the education of young children. Test results are compared to** each of the areas to the cutoff points listed on the scoring sheet.

Scores beneath the cutoff points indicate a need for further assessment; scores near the cutoff points call for discussion and monitoring; and scores above the cutoff suggest the child is on track developmentally. Then the scores are communicated to child’s parents, and suggest resources for follow-up or further assessment if needed.

**Be sure to include if it is a norm-referenced, criterion-referenced, or curriculum-based measure.**

Ages & Stages Questionnaires are norm-referenced tests that assign numerical scores to a list of developmental activities and a base line score for each area of development. All areas of development are included in this screening.

3. **Name of Tool: *The Devereux Early Childhood Assessment (DECA)***  
<http://www.devereux.org/site/DocServer/Research-evidencebase.pdf?docID=3602>  
Devereux Early Childhood Assessment (DECA) Program - Establishing an Evidence Base

**Ages:** 2 -5 years

***Administration of the Tool:***

**Describe the method used to administer the assessment.**

DECA evaluates the frequency of 27 positive behaviors (strengths) exhibited by preschoolers. Typical items include "chooses to do tasks that are challenging for him/her," "shows patience," and "asks adults to play with or read to her/him."

**The length of time it takes to complete if there is a specified time limit.** 10-minute

**Include who may administer and how it is completed.**

This assessment is completed by parents, family caregivers or early childhood professionals (preschool teachers and child care providers). This screening instrument includes 37 items, which are designed to assess 27 positive and 10 problem behaviors. Behaviors are rated as occurring "never," "rarely," "occasionally," "frequently," or "very frequently." Scores are assessed by the provider.

***Content Areas:***

**List the areas addressed in the assessment tool.**

The area addressed is the generation of classroom profiles indicating the relative strengths of all children so that classroom design and instructional strategies can build upon these strengths to facilitate the healthy social and emotional growth of all children. Also, this assessment tool allows for the screening of children who may be exhibiting behavioral concerns so that these can be addressed before they become entrenched and possibly develop into behavioral disorders.

**Brief summary description:**

DECA is a nationally normed assessment of aged two to five. It evaluates the effectiveness of individual child and program-wide interventions. DECA provides developmentally appropriate strategies to foster resilience. Effectively screens for emotional and behavioral concerns and emphasizes a team approach among professional and family members.

***Description of Purpose:***

**Provide a brief description of how the results of this tool may be used to enhance the education of young children.**

The results can be used to identify children for whom classroom and home-based strategies can be implemented leading to the strengthening of these abilities. It includes guidelines for supportive interactions with families.

**Be sure to include if it is a norm-referenced, criterion-referenced, or curriculum-based measure.** DECA is norm referenced, in that the assessment has been "normed" or administered to a representative sample of similar age or grade level students so that final test results can be compared to students of similar characteristics. Test results indicate a person's relative performance in the group.

#### **4. Name of Tool: Bayley Scales of Infant Development**

<http://www.pearsonassessments.com/NR/rdonlyres/5A0CB9A1-81E5-4EA8-8962-B51AC6BD849C/0/ParentSASampleReport.pdf>

Bayley-III Scales of Infant Development Report

**Ages:** List the age ranges for which the tool was developed. 3 - 24 months

##### **Administration of the Tool:**

**Describe the method used to administer the assessment.**

Each of the six item sets is appropriate for different developmental ages; each covers a 3 -6 month age range. The sets contain 11 to 13 items. The four conceptual areas of ability assessed are basic neurological functions/intactness; receptive functions; expressive functions; & cognitive process.

**The length of time it takes to complete if there is a specified time limit.**

This assessment will take approximately 10 minutes per set.

**Include who may administer and how it is completed.**

Those who may administer the assessment may be a professional with training and credentials and meeting the requirements specified by the particular test instrument or test company. The scores for the completed assessment are provided by the qualified person who administered the test.

##### **Content Areas:**

**List the areas addressed in the assessment tool.**

The BSID has three major parts that are tested with the child: Cognitive, Language, and Motor. The BINS is designed to identify infants who are developmentally delayed or who have neurological impairments. It emphasizes a process approach by considering how ability is expressed, rather than simply whether the ability is exhibited.

**Brief summary description:**

The scores indicate how well a particular child performed compared to a group of children within the same age. A child's scores on this test can also be influenced by motivation, attention, interests, and opportunities for learning. The assessment covers a number of activities to see if a child's thinking, language, and moving such as sitting/walking skills are similar to children his or her own age. Some of the activities the child is asked to perform may have seemed very easy while some of the activities may have seemed very hard. Parents will have been asked questions about the child's social/emotional skills such as expressing emotions or talking with others.

##### **Description of Purpose:**

**Provide a brief description of how the results of this tool may be used to enhance the education of young children.**

The scores from the Bayley-III help the assessment specialist decide if the child is progressing well or if they are having difficulties in certain skill areas or with certain activities. Together with the assessment specialist, you will use this and other information to decide whether the child needs further assessment and how best to enrich the child's development and encourage your child's growth.

**Be sure to include if it is a norm-referenced, criterion-referenced, or curriculum-based measure.**

This assessment is norm-referenced since it is a standardized test used to determine a child's standing in a group.

## **5. Name of Tool: *The Ounce Scale***

[http://www.acf.hhs.gov/programs/opre/ehs/perf\\_measures/reports/resources\\_measuring/res\\_meas\\_cdicc.html](http://www.acf.hhs.gov/programs/opre/ehs/perf_measures/reports/resources_measuring/res_meas_cdicc.html)

**Ages:** Birth through 42 months – divided into 8 intervals

### ***Administration of the Tool:***

**Describe the method used to administer the assessment.** The Ounce Scale is organized around eight age levels and six areas of development: personal connections, feelings, relationships, understanding and communicating, exploration and problem solving as well as movement and coordination.

**The length of time it takes to complete if there is a specified time limit.** The Ounce Scale involves ongoing observation that is periodically summarized. Each assessment is an ongoing observation of what the child is trying to master; observations are kept as part of a portfolio.

**Include who may administer and how it is completed.** Early interventionists, Early Head Start programs, child care centers, Even Start programs, home visiting programs, and family child

### ***Content Areas:***

**List the areas addressed in the assessment tool.** The Ounce Scale involves ongoing observation that is periodically summarized. The Ounce Scale has a twofold purpose: (1) to provide guidelines and standards for observing and interpreting young children's growth and behavior, and (2) to provide information that parents and caregivers can use in everyday interactions with their children.

**Brief summary description.** The Ounce Scale is an observational, functional assessment that can be used effectively with children at risk or with disabilities as well as with children growing and developing typically.

### ***Description of Purpose:***

**Provide a brief description of how the results of this tool may be used to enhance the education of young children.** The Ounce Scale provides guidelines and standards for observing and interpreting young children's growth and behavior. Programs may use outcomes for accountability reporting, and parents and caregivers may use information to plan curricula and engage in enriching activities and experiences with infants and toddlers. The scale should not be seen as a screening tool, but rather as an ongoing experience into what the child is able to accomplish at a particular time in comparison with past assessment.

**Be sure to include if it is a norm-referenced, criterion-referenced, or curriculum-based measure.** The Ounce Scale is criterion-referenced because it measures the ongoing process of what the child is able to do and indicate what skills have been mastered. Here the emphasis is on assessing specific and relevant behaviors of the individual.