



Early Childhood Personnel Center

## Assessment



### **Crosswalk of 2012 CEC and 2010 NAEYC Initial Professional Standards and 2017 DEC Initial Specialty Set Knowledge and Skill Statements with the DEC Recommended Practices (2014)**



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**UConn**

UNIVERSITY CENTER FOR  
EXCELLENCE IN  
DEVELOPMENTAL  
DISABILITIES

**Crosswalk of 2012 CEC and 2010 NAEYC Initial Professional Standards and 2017 DEC Initial Specialty Set Knowledge and Skill Statements with the DEC Recommended Practices (2014) –Assessment**

**Assessment 1: Practitioners work with the family to identify family preferences for assessment processes.**

2012 CEC Initial Professional Preparation Standards and Key Elements	2017 CEC Initial Special Educator Preparation Standards Early Childhood Specialist Set (DEC Specialty Set Knowledge and Skill Statements)	2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs and Elements
<p>Standard 4: Assessment</p> <p>4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.</p> <p>4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities</p>		<p>Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families</p> <p>3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection</p> <p>3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments</p>
	<p>K4.1 Role of the family in the assessment process</p>	<p>Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families</p>

		3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments
	S4.1 Assist families in identifying their concerns, resources, and priorities	
	S4.2 Integrate family priorities and concerns in the assessment process	Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families  3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

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**Example of a class or workshop activity using observation:**

The learner observes, reflects, and discusses:

1. After listening to a family panel discussion with representatives who have children birth through kindergarten. The family members are asked to respond to/discuss the following questions: (a) What are some of the things that your child's teacher or early interventionist did to Include you in your child's assessments? (b) Did your child's teacher or early interventionist ask how you wanted to be included in the different assessments? If yes, how and when were you asked to provide this information? If no, how would you have liked to provide this information? (c) What are some of the most important things for these learners to know about and/or learn to do as they prepare to ask families about their preferences for involvement in the assessment process?
2. After the panel presentation or during the next session, the learners reflect on and verbally or in writing discuss the following: (a) What are your three most important takeaways from the panel discussion? Why? (b) Based on the panel discussion, what comment most surprised you? Why? (c) Based on the panel members' recommendations, what strategies will you use in the future to ask families for their preferences for involvement in the assessment process?

**Example of a practice activity for classes or workshops:**

The learner:

As an assignment or with a small group in class or a workshop, identifies questions to be asked of families regarding their preferences for being involved in the assessment process. The questions may be linked with assessments for different purposes (e.g., screening, diagnosis/program eligibility, program planning) and may vary based on the assessment measure and required procedures for administration of that measure. The questions could be written in a way to be presented in different ways to the family (e.g., a checklist, an interview during a home visit).

**Example of an activity/assignment using field-based observation:**

The learner observes, reflects, and discusses:

An Early Intervention home visit, in which the Early Interventionist asks the family member(s) how they prefer to be involved in the upcoming criterion referenced assessment. The learner takes notes during the home visit and summarizes the discussion and reflects on the outcome. The reflection may be based on questions, such as, (a) To what extent did the family member(s) seem to know that they could be involved in the assessment? Provide examples from the discussion. (b) Based on the ways in which the family member(s) want to be involved, what type of supports may be needed to facilitate this involvement? (c) As a future Early Interventionist, what might you do similarly in identifying family member(s) preferences for involvement in the assessment process? Differently?

**Example of a field-based application activity/assignment:**

The learner:

Reviews responses of a family regarding their preference for involvement in the assessment of their child who has been referred for assessment for possible eligibility for special education preschool services. Responses were obtained via a questionnaire that was included with the permission for assessment form. Based on the responses, the learner develops a plan with the “cooperating” preschool teacher as to how the family member(s) will be involved.

**Assessment 2: Practitioners work as a team with the family and other professionals to gather assessment information.**

2012 CEC Initial Professional Preparation Standards and Key Elements	2017 CEC Initial Special Educator Preparation Standards Early Childhood Specialist Set (DEC Specialty Set Knowledge and Skill Statements)	2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs and Elements
<p>Standard 4: Assessment</p> <p>4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.</p> <p>4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities</p>		<p>Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families</p> <p>3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection</p> <p>3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments</p>
	<p>K4.1 Role of the family in the assessment process</p>	<p>Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families</p> <p>3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments</p>

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**Example of a class or workshop activity using observation:**

The learner observes, reflects, and discusses:

A panel discussion of professionals (e.g., Early Interventionist, PT, OT, SLP, preschool teacher, kindergarten teacher) who discuss strategies that they use to address this Recommended Practice. The panel is provided questions prior to the date of the panel discussion, such as: (a) How do you participate as a team member to gather assessment information about children receiving Early Intervention, preschool, and/or kindergarten services? (b) What type of assessments do you consider most appropriate for team assessments? (c) What is/are the role(s) of family members in the team assessments? (d) What do you consider to be the primary benefits of team assessments? Drawbacks?

After the panel presentation or during the next session, the learners reflect on and verbally or in writing discuss the following: (a) What are your three most important takeaways from the panel discussion? Why? (b) Based on the panel discussion, what comment most surprised you? Why? (c) Thinking about the team assessments discussed by the panel members, what additional knowledge and/or skills will you need to acquire to participate in team assessments?

**Examples of practice activities for classes or workshops:**

The learner:

1. As a class or workshop assignment, plans for an early childhood screening event in which families bring their child to a central location. The learners plan all aspects of the screening as a team to include what must be done prior to the screening event, what will occur and individual roles during the screening event, and what follow-up is needed and how that will be implemented. Learners would be provided a set of guidelines that includes essential things to include in the plan (e.g., Notification to families, scheduling of children and families, arrangement of the space).
2. Plans with other learners a home visit with a family who will be participating in a transdisciplinary play based assessment for their child. The plan would include: (a) roles of the learners during the home visit, (b) a brief outline of the information to be shared as an overview of the purpose of a transdisciplinary play based assessment and how it is implemented, (c) description of the possible roles that the

family could assume, (d) questions to guide the discussion of the family member(s) preferred role(s), and (e) logistical information (date, time, place, etc.).

**Examples of activities/assignments using field-based observation:**

The learner observes, reflects, and discusses:

1. On an Early Intervention home visit in which the Early Interventionist (EI) and the Speech Language Pathologist (SLP) conduct a home visit together to conduct a feeding assessment during a typical mealtime for the child. The family member(s) is/are asked to assume their usual role during this mealtime and are asked questions about feeding. The learner takes notes and summarizes their observation of the assessment, including the interview. The learner reflects on the outcome of the team assessment by responding to these questions: (a) To what extent did each team member (i.e. family member, EI, SLP) understand and assume their role during the assessment? Provide examples for your comments. (b) What seemed to be the benefits of conducting this assessment as a team? (c) What were or could be some of the drawbacks of conducting this assessment as a team? (d) What are your three main takeaways from this observation? Explain.
2. On a home visit of the family of a preschool child in an inclusive classroom who has an IEP. The home visit includes the learner, the preschool teacher, and another professional who is included in IEP implementation (e.g., SLP, PT, OT). The purpose of the home visit is to complete the section of the criterion-referenced assessment used for program planning and ongoing progress monitoring most relevant to the professional in attendance with the preschool teacher. The learner reflects on the outcome of the team assessment by responding to these questions: (a) To what extent did each team member (i.e. family member, preschool teacher, other professional) understand and assume their role during the assessment? Provide examples for your comments. (b) What seemed to be the benefits of conducting this assessment as a team? (c) What were or could be some of the drawbacks of conducting this assessment as a team? (d) What are your three main takeaways from this observation? Explain.

**Example of a field-based application activity/assignment:**

The learner:

Assists with the implementation of a transdisciplinary play-based assessment of a preschool child with developmental delays in all domains. The learner prepares to observe for cognitive development (motor will be observed by the PT and OT, communication by the SLP, and social emotional by the School Psychologist). The learner develops the cognitive section of the report using guidelines provided

by the program. Other sections of the report are written by the professional responsible for observing that domain. Team members meet to plan the assessment and clarify roles. They meet after the assessment to finalize the assessment report and prepare for next steps.

**Assessment 3: 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, communication, cultural, linguistic, social, and emotional characteristics.**

**No DEC Specialty Set Knowledge or Skill Statements received a rating of 1 for this practice.**

**Assessment 4: Practitioners conduct assessments that include all areas of development and behavior to learn about the child’s strengths, needs, preferences, and interests.**

2012 CEC Initial Professional Preparation Standards and Key Elements	2017 CEC Initial Special Educator Preparation Standards Early Childhood Specialist Set (DEC Specialty Set Knowledge and Skill Statements)	2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs and Elements
<p>Standard 4: Assessment</p> <p>4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.</p> <p>4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias</p>		<p>Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families</p> <p>3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection</p>

<p>4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities</p>		<p>Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families</p> <p>3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection</p> <p>3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments</p>
	<p>S4.3 Assess progress in the five developmental domains, play, and temperament</p>	<p>Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families</p> <p>3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection</p>
	<p>S4.8 Use a variety of materials and contexts to maintain the interest of infants and young children in the assessment process</p>	
	<p>S4.10 Emphasize child's strengths and needs in assessment reports</p>	
	<p>S4.11 Produce reports that focus on developmental domains and functional concerns</p>	



**Examples of class or workshop activities using observation:**

The learner observes, reflects, and discusses:

1. An instructional video discussing step by step procedures of how to implement a specific assessment measure.
2. A demonstration of an assessment measure being administered with a child and a family member who have volunteered to assist with the demonstration. Or demonstration through a role play in which the instructor administers the assessment and a learner role plays the child.

**Example of a practice activity for classes or workshops:**

The learner:

Pairs with another learner to practice administering an assessment that they are learning to administer. One learner would be the test administrator and one would role play the child. This might occur in phases: (a) concentrate primarily on the wording of questions/directions and use of any required toys/materials for one developmental domain, (b) add developmental domains focusing on wording and use of toys/materials, (c) administer the items and practice scoring items, (d) implement (c) and determine baseline and ceiling (if applicable).

**Example of an activity/assignment using field-based observation:**

The learner observes, reflects, and discusses:

Administration of a developmental assessment used in the setting and attempts to score while observing. After the administration is complete, the learner discusses the observation with the person who conducted the assessment. The discussion would vary based on the assessment administered and the questions that the learner has in order to be prepared to actually administer the assessment.

**Examples of field-based application activities/assignments:**

The learner:

1. Administers the developmental screening measure used in the program with supervision and feedback from the “cooperating” educator or mentor. Or, the learner videotapes the assessment with permission of the family and submits it for review and feedback from the “cooperating educator” or mentor.
  
2. Administers the criterion referenced measure used in the program with supervision and feedback from the “cooperating” educator or mentor. Or, the learner videotapes the assessment with permission of the family and submits it for review and feedback from the “cooperating educator” or mentor.

**Assessment 5: Practitioners conduct assessments in the child’s dominant language and in additional languages if the child is learning more than one language.**

*No DEC Specialty Set Knowledge or Skill Statements received a rating of 1 for this practice.*

**Assessment 6: 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.**

2012 CEC Initial Professional Preparation Standards and Key Elements	2017 CEC Initial Special Educator Preparation Standards Early Childhood Specialist Set (DEC Specialty Set Knowledge and Skill Statements)	2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs and Elements
<p>Standard 4: Assessment</p> <p>4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.</p> <p>4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias</p>		<p>Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families</p> <p>3b: Knowing about and using observation, documentation, and other appropriate</p>

		assessment tools and approaches, including the use of technology in documentation, assessment and data collection
4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities		<p>Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families</p> <p>3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection</p> <p>3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments</p>
	S4.7 Gather information from multiple sources and environments	<p>Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families</p> <p>3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection</p>

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**Examples of class or workshop activities using observation:**

The learner observes, reflects, and discusses:

1. A role play of a routines based interview in which the instructor role plays the interviewer and another learner role plays the family member. An observation guide and/or a list of questions is provided the learners on which to take notes during the interview. Group discussion specific to the observation guide/questions follows the role play.
2. A video segment of a child in a preschool or kindergarten classroom or in the home or a community-based setting. The learner is instructed to observe for the child's use of toys or interactions with a peer or family member while viewing the video segment. After watching the video segment, the learner in a small group discusses responses to the following questions: (a) What child behaviors did you observe? (b) How might an observation in a setting such as this inform assessment of this child? (c) How would you document this assessment information to share with the family and other professionals?

**Examples of practice activities for classes or workshops:**

The learner:

1. As an assignment or in a small group in class or a workshop, reviews questionnaires designed to obtain information from family member(s) about family characteristics and the child's developmental history. The learners are asked to think about the community in which they work or will be working and choose one of the questionnaires that would be most appropriate for families in that community. If none of the questionnaires are "okay as is", the learner(s) recommend edits to the questionnaire that is most appropriate. The selection and/or edits may also vary depending on the age range of the program for which the information is to be collected (i.e., birth through two years, preschool, or kindergarten).
2. After reading assigned readings and participating in class or workshop discussions about ways to obtain information from the family about what their child is doing at home and other places where the family tends to be with their child, the learner as an assignment or in a small group identifies ongoing communication activities/strategies that could be used to gather this information. The information gathered would be specific to the IFSP outcomes or IEP goals/objectives currently being targeted and used as part of progress monitoring for that child. The communication activities/strategies may vary depending on the age range of the program for which the information is to be collected (i.e., birth through two years, preschool, or kindergarten).

**Examples of activities/assignments using field-based observation:**

The learner observes, reflects, and discusses:

1. On an observation of a child who is receiving Early Intervention services with whom he/she works as an Early Interventionist or as a student in a field placement. The observation takes place in a program which the child and in which the IFSP outcomes are being implemented (e.g., childcare, Head Start). The learner uses a checklist or some type of observation guide to record child behaviors specific to IFSP outcomes currently being targeted. This information is summarized as part of progress monitoring.
2. On an observation of a preschool or kindergarten child who has been referred for initial evaluation for possible eligibility for special education services. The observation takes place in the preschool classroom (e.g., childcare, Head Start) or kindergarten where the child is currently placed. A checklist or observation form designed to gather information across developmental domains is used. The learner summarizes information from the observation for the assessment report, including any recommendations based on the observation.

**Examples of a field-based application activities/assignments:**

The learner:

1. With the assistance of the Early Interventionist, conducts a routines-based interview with a family who has just been referred for early intervention services. For the learner's portfolio, the notes from the routines-based interview would be included, as well as a written reflection to include strategies used effectively and what might be done differently in the future.
2. Assists with the implementation of a transdisciplinary play-based assessment of a preschool child with developmental delays in all domains. The learner prepares to observe for cognitive development (motor will be observed by the PT and OT, communication by the SLP, and social emotional by the School Psychologist). The learner develops the cognitive section of the report using guidelines provided by the program. Other sections of the report are written by the professional responsible for observing that domain. Communication among team members occurs throughout the process.

**Assessment 7: Practitioners obtain information about the child's skills in daily activities, routines, and environments such as home, center, and community.**

***No DEC Specialty Set Knowledge or Skill Statements received a rating of 1 for this practice.***

**Assessment 8: Practitioners use clinical reasoning in addition to assessment results to identify the child’s current levels of functioning and to determine the child’s eligibility and plan for instruction.**

*No DEC Specialty Set Knowledge or Skill Statements received a rating of 1 for this practice.*

**Assessment 9: Practitioners implement systematic ongoing assessment to identify learning targets, plan activities, and monitor the child’s progress to revise instruction as needed.**

2012 CEC Initial Professional Preparation Standards and Key Elements	2017 CEC Initial Special Educator Preparation Standards Early Childhood Specialist Set (DEC Specialty Set Knowledge and Skill Statements)	2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs and Elements
<p>Standard 3: Curricular Content Knowledge</p> <p>3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p> <p>3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities</p>		<p>Standard 5. Using Content Knowledge to Build Meaningful Curriculum</p> <p>5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts - music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies</p>

		<p>5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines</p> <p>5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful and challenging curriculum for each child</p>
<p>3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities</p>		<p>Standard 5. Using Content Knowledge to Build Meaningful Curriculum</p> <p>5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts - music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies</p> <p>5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful and challenging curriculum for each child</p>
<p>3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities</p>		<p>Standard 5. Using Content Knowledge to Build Meaningful Curriculum</p> <p>5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful and challenging curriculum for each child</p>
	<p>S3.2 Plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on the</p>	<p>Standard 1: Promoting Child Development and Learning</p>

	knowledge of individual children, the family, and the community	1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.
Standard 4: Assessment  4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.  4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias		Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families  3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection
4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities		Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families  3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities
4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities		Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families  3b: Knowing about and using observation, documentation, and other appropriate

		<p>assessment tools and approaches, including the use of technology in documentation, assessment and data collection</p> <p>3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments</p>
4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them		
	K4.4 Connection of curriculum to assessment and progress monitoring activities	<p>Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families</p> <p>3a: Understanding the goals, benefits, and uses of assessment - including its use in development of appropriate goals, curriculum, and teaching strategies for young children</p>
	S4.12 Conduct ongoing formative child, family, and setting assessments to monitor instructional effectiveness	<p>Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families</p> <p>3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection</p>
Standard 5: Instructional Planning and Strategies		

<p>5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p> <p>5.1 Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities</p>		<p>Standard 2. Building Family and Community Relationships</p> <p>2a: Knowing about and understanding diverse family and community characteristics</p> <p>Standard 5. Using Content Knowledge to Build Meaningful Curriculum</p> <p>5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful and challenging curriculum for each child</p>
<p>5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities</p>		<p>Standard 4. Using Developmentally Effective Approaches</p> <p>4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches</p>
	<p>S5.7 Develop, implement, and evaluate individualized plans, with family members and other professionals, as a member of a team</p>	

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### **Examples of class or workshop activities using observation:**

The learner observes, reflects, and discusses:

1. A video segment of a home-based Early Intervention home visit in which the Early Interventionist is coaching the family member to use specific strategies. After watching the video vignette, the learner is asked individually or with a small group to discuss responses to the following questions: (a) What seemed to be the primary learning target for this Early Intervention Visit? Explain. (b) What type of progress data could be collected for this learning target and this particular Early Intervention visit? (c) How would you share this data with the family? (d) How will this data be used to inform the next home visit?
2. A video segment of a preschool classroom in which a small group of children are playing in a center with facilitation and interaction from an adult. After watching the video vignette, the learner is asked individually or with a small group to discuss responses to the following questions: (a) What seemed to be the primary learning target(s) for the children in this center? Explain. (b) What type of progress data could be collected for this learning target (or these learning targets) for this center? (c) How would you share this data with the family and other classroom staff? (d) How will this data be used to inform facilitation of this group of children's future center participation focused on these learning targets?

### **Examples of practice activities for classes or workshops:**

The learner:

1. Is provided with the current learning target that are being addressed in one developmental domain for a child receiving Early Intervention services and also provided with sample observational data collected over several home visits specific to the learning target. The learner is asked to review the learning target and observational data to make recommendations for next steps specific to this learning target. For example, has the learning target been achieved or should it continue to be a learning target? If it has been achieved, what might be the next learning target in this developmental domain? If the latter, what might be strategies to use in upcoming home visits. This could be implemented as an individual assignment or a small group discussion?
2. Is provided with observational data for "a small group" of preschool children who are in an inclusive preschool classroom. This small group has participated in a series of activities focusing on the primary math skill of "patterns". However, because of the diversity of the small group, not all children in the group are "ready" for patterns and so the data is based on individual objectives (e.g., counting,

shapes, etc.). After reviewing the observational data, the learner develops a lesson plan for the next small group activity on patterns that includes individualization for individual children's objectives.

**Examples of activities/assignments using field-based observation:**

The learner observes, reflects, and discusses:

1. An Early Intervention home visit in which the Early Interventionist coaches the family member in the use of strategies to facilitate the child's acquisition of skills specific to one of their IFSP outcomes. The learner observes and records observational data. In the last few minutes of the visit, the learner with the assistance of the Early Interventionist reviews the observational data and then, using the data discusses with the family member how these strategies might be used with the child prior to the next Early Intervention home visit.
2. A small group activity in an inclusive preschool or kindergarten classroom. The learner records observational data as another adult facilitates the activity. During the daily planning time, the learner and classroom staff discuss the observational data and applying that data, develop or revise the lesson plan for that small group for the next day.

**Example of a field-based application activity/assignment:**

The learner:

1. Develops a plan for the next Early Intervention home visit based on data collected at the previous session.
2. Develops a lesson plan for "circle time" for the next day for a preschool classroom based on the data collected "today".

**Assessment 10: Practitioners use assessment tools with sufficient sensitivity to detect child progress, especially for the child with significant support needs.**

***No DEC Specialty Set Knowledge or Skill Statements received a rating of 1 for this practice.***

**Assessment 11: Practitioners report assessment results so that they are understandable and useful to families.**

***No DEC Specialty Set Knowledge or Skill Statements received a rating of 1 for this practice.***