

A Discussion of Assessments for Young Children who are Deaf or Hard of Hearing; Informing Practice and Reporting Outcomes

Kathy Anderson, M.Ed., LSLS Cert AVT

Statewide EHDI Specialist

Minnesota Low Incidence Projects

April 17, 2015 Symposium Presentation

MN Collaborative Plan for Children Who Are Deaf, Deafblind, or Hard of Hearing

Slide 2: “What is 21st Century Education?”

Smithsonian Student Travel; EF Explore America <https://www.youtube.com/watch?v=Ax5cNlutAys>

Slide 3: MN Collaborative Plan Goal 1: Maximizing Early Development

“Goal: All young children who have hearing loss will maximize their communication and learning potential, regardless of the degree of their hearing loss, and will be able to begin kindergarten with communication, social, and early literacy skills at a developmental level similar to that of their typically-developing hearing peers, or to the maximum extent appropriate for the individual child. All families will receive the supports they need to help their children develop and learn.”

Slide 4: Goal 1, Objective 3. “All Children will achieve their full potential in the following:

(Early Intervention / Early Childhood COSF Areas with communication and early literacy emphasized)

1. Positive social-emotional skills (including social relationships);
2. Acquisition and use of knowledge and skills;
3. Use of appropriate behaviors to meet their needs; and
4. Early language / communication development and early literacy.”

Slide 5: With a desired Outcome described as:

“3. Children develop communication, social-emotional, early literacy skills, and kindergarten readiness to a developmental level similar to that of their typically-hearing peers, or to the maximum extent appropriate for the individual child.”

Slide 6: How will we know?

Collaborative Plan’s “Measurable Indicators”: As measured by--

Family Outcomes Survey

Child Outcome Summary Form data collection through MDE

Additional Questions” reported to MDE for children who are DHH

*Ongoing *ASSESSMENT* by families, Teachers DHH, SLPs, ECSE Teachers and other service providers

Slide 7: A Few Related Terms...

“Screening” vs. “Evaluation” vs. “Assessment”

“Authentic assessment” vs. “inauthentic assessment” in early childhood

Different types, purposes and uses of assessment data

Present Levels of Development and ongoing Progress Monitoring (formative)*

Program Monitoring (summative)

Systems Reviews, Revision, Refinement

Research

Slide 8: A Few Related Terms...continued

“Evidence-Based Practices” in Early Childhood Assessment and Monitoring Development
“Outcomes Reporting”

Individual and aggregate/“big picture”

Slide 9: Screening and Evaluation

“Screening”: first strategies to determine if there is a need for more assessment or a formal evaluation

ECSE: “Screening, an optional response to referral” [Click to open MDE site with document](#)

["Screening, an optional response to referral"](#)

<http://education.state.mn.us/MDE/EdExc/EarlyChildRes/EarlyChildSpecEd/>

Early Childhood Screening [Click to open MDE site with information on Early Childhood Screening](#)

<http://education.state.mn.us/MDE/StuSuc/EarlyLearn/EarlyChildScreen/>

“Evaluation”: process tied to eligibility determination

MDE Evaluation Compendium, Guidance document [Click to open MDE Evaluation Compendium and Guide](#) <http://education.state.mn.us/MDE/EdExc/EarlyChildRes/EarlyChildSpecEd/>

Slide 10: Purposes of Ongoing Assessment: Monitoring Development

Opportunities to discuss the family’s goals and priorities and make a plan for individualized assessment
Provide information about the child’s present levels of functioning integrated across developmental domains

Compare with expectations for same-aged children

Help identify child strengths and needs, goals

Used when developing, reviewing IFSPs, IEPs

Identify areas of concern to monitor or refer

Possible need for changed, additional services

Show development over time, learning trajectory

Slide 11: Purposes of Ongoing Assessment: Monitoring Development, continued

Guide instruction

Pairing assessment with curriculum and progress

Scaffolding to facilitate learning/skills to higher levels;

Identifying effective strategies to support individual learning

Changing strategies as needed to support child learning

Guide discussions of needed adaptations and/or accommodations

Guide placement discussions, decisions

Slide 12, 13: Assessment / Monitoring Development: Some Questions To Be Answered

What are the family’s goals / “desired outcomes” for their child? For their family?

Is the child functioning within an expected range of development for his/her age, home language, heritage culture across all developmental domains?

What are the child’s strengths, needs?

What strategies are most effective in helping the child learn and function in his/her home and community?

Is the child’s rate of development / progress appropriate to lead to desired outcomes?

Are the services we provide supporting the family in appropriate, meaningful ways to help their child learn and grow? What resources do they have / need?

Are the services we provide helping to maximize the child's consistent and *integrated* development across all developmental domains?

How can we support the family as they make informed decisions about next steps for their child and family?

Slide 14: "Inauthentic" Measurement in Early Childhood, i.e. Formal Testing

Much of developmental psychology [early childhood assessment] as it now exists is the science of the strange behavior of children with strange adults in strange settings for the briefest possible periods of time." (Bronfenbrenner, 1979, p. 19) Bronfenbrenner, U. (1979). The ecology of human development: Experiments by nature and design. Cambridge, MA: Harvard University Press.

Slide 15: Evidence-Based Practices in Early Childhood Assessment

See Handout: "Discussion Notes: Selected Professional Views of Assessment in Early Childhood and Early Childhood Deaf Hard of Hearing Services"

CEC-DEC

NAEYC

NAECS/SDE

Steven Bagnato et al

Mary Pat Moeller et al

NCHAM e-Book, M. Sass-Lehrer

Bodner-Johnson and Sass-Lehrer

Michael Douglas, (Dual Language Learning)

Supplement to 2007 JCIH, 2013

Slide 16: Developmentally Appropriate Practices for Early Childhood Assessment - NAEYC

NAEYC - Developmentally Appropriate Practice [Click to open website NAEYC Developmentally Appropriate Practice](https://www.naeyc.org/DAP) <https://www.naeyc.org/DAP>

Joint Position Statement with DEC: "Early Childhood Curriculum Assessment and Program Evaluation"

[Click to open NAEYC/DEC Joint Statement on EC Curriculum, Assessment, Program Evaluation](https://www.naeyc.org/positionstatements/cape)

<https://www.naeyc.org/positionstatements/cape>

Copple, C., and Bredekamp, S., *Developmentally Appropriate Practice in EC Programs Serving Children from Birth through Age 8 (3rd Ed.)*, NAEYC, 2009

3 Core Considerations:

Knowing about child development

Knowing what is individually appropriate

Knowing what is culturally important

Slide 17: DEC Position Statement – "Key Recommendation" Summary on Assessment

...Therefore, assessment teams should implement a child- and family-centered, team-based, and ecologically valid assessment process. This process should be designed to address each child's unique strengths and needs through authentic, developmentally appropriate, culturally and linguistically

responsive, multidimensional assessment methods. The methods should be matched to the purpose for the assessment, linked to curriculum and intervention, and supported by professional development.”
[Click to open link to DEC Position Statement, Assessment](http://www.dec-sped.org/papers) <http://www.dec-sped.org/papers>

Slide 18: Authentic Assessment- video

“What is Authentic Assessment?”

Results Matter Video Library, Colorado Department of Education [Click to open CO Results Matter Video Library, Authentic Assessment](#)
<http://www2.cde.state.co.us/media/resultsmatter/RMSeries/WhatIsAuthenticAssessment.asp>

Slide 19, 20: “Authentic Assessment” in Early Childhood

Observations of child behavior in everyday natural settings and routines vs. contrived test situations

Relies on informed caregivers (teachers, parents, team members) to collect multiple sources of data across all of the child’s environments

Curriculum-based and criterion-based measures linked to goals, learning standards, age-expected outcomes

Utilizes aspects of Universal Design for learning to accommodate individual child needs

Includes monitoring individual child development

Can be *supplemented* with norm-referenced information

Slide 21: Assessment Project; Kathy Anderson & MN Regional EHDI Teams

Goal: To provide professionals serving young children who are Deaf or Hard of Hearing with information on currently-available assessment resources for:

- Helping to monitoring development and progress over time, with an emphasis on communication, social, and early literacy, numeracy skills (at each 6 month review)

- Assisting with documenting children’s language development for reporting to MDE as part of Child Outcome Summary reporting process (at exit from Part C and Exit from Preschool Special Education)

Slide 22: A Look at the Draft Assessment Resource List

[Click to open MN Low Incidence Projects/EHDI: Assessment, Outcome Reporting](#)

<http://www.mnlowincidenceprojects.org/ehdiAssessment.html>

- Includes commonly-used assessment tools, with links to publishers

- Chart organization reflects developmental areas with an emphasis on communication

- Lists different types of assessment tools

- Includes notes related to “Additional Questions” currently used in outcome reporting for MDE

Slide 23: A Little About Assessment Tools...

Remember—“Authentic” vs. “Inauthentic” assessment

How/Why would you use the tools?

- Standardized

- Norm-referenced

- Criterion-referenced

- Curriculum-based

Parent-completed
Learning Standards

Slide 24: Norm-referenced, Criterion-referenced Tools

Norm-referenced assessment tools:

Standardized tools, with normative information based on a specifically defined group. The child's score reflects his/her performance when compared to the normative group. Scoring includes the child's "raw scores", "percentile rank" and "standard scores" in comparison to others in that normative group.

Criterion-referenced assessment tools:

Tools designed to determine whether a child has reached a defined level of development or a performance standard. They are typically age-anchored and include a hierarchy of developmental skills typical of different ages.

Slide 25: Feedback from Participants

Which of these assessment resources do you typically use to help monitor children's development over time? Which do you find most helpful to you and families?

Are there assessment resources for which you have concerns for use with children who are Deaf, Deaf-Blind or Hard of Hearing?

What additional assessment resources should be included on this list?

Is there a different format that would be easier for you?

Slide 26, 27: Additional Use of Assessment Information: District Outcomes Reporting to MDE

Team and family discussions of developmental outcomes at specific times; Child Outcome Summary Form (COSF); Family Outcome Survey

Districts report summary information to MN Department of Education

Used for state level discussions of aggregate Early Childhood outcomes for program monitoring, improvement initiatives

Part of MDE's required reporting process to Office of Special Education Programs (OSEP)

In MN, service provider and family discussions of "Additional questions" regarding outcome information specifically for children who have hearing loss, reported to MDE as part of COSF reporting process

Questions completed along with the COSF at (1) exit from Early Intervention/transition to Part C Preschool Special Education Services at age 3 years, and (2) last review before the child goes to kindergarten

Requires authentic, integrated developmental assessment by knowledgeable service providers

Slide 28, 29: Additional Questions for Outcomes Reporting

Questions include information on type/degree of hearing loss, language/mode(s) used by the child and family, hearing technology, presence of additional developmental delays or learning challenges.

Questions related to Receptive and Expressive Language Development "within age expectations"

Question related to early literacy and numeracy development "within age expectations"

Summary Information from 2014 reporting

Children who exited Part C between July 1, 2013 and June 30, 2014

Children who exited Preschool Special Education between July 1, 2013 and June 30, 2014 (started kindergarten in fall 2014)

Slide 30: Contact Information

Kathy Anderson, Teacher DHH, SLP, LSLC Cert AVT
Statewide EHDI Specialist, Minnesota Low Incidence
Projects
Metro ECSU
2 Pine Tree Drive, #101
Arden Hills, MN
Kathy.Anderson@metroecsus.org
Office Phone: 612-638-1546

Thank you for all you do for children, families, and your fellow early intervention professionals!

This initiative is made possible (or is funded in part) with a grant from the Minnesota Department of Education using federal funding CFDA # 84.027A Special Education - Grant to States

The contents of this publication do not necessarily represent the policy of the federal Department of Education or the state Department of Education and you should not assume endorsement by the federal or state government.

