



# OCA: Ongoing Child Assessment in Early Intervention



OCA!



Professional Development Learning Bundle  
for the Wisconsin Birth to 3 Program

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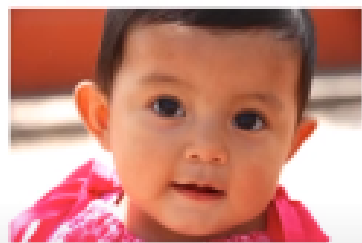
## Something to REFLECT upon

- Your current OCA practices using the Child Assessment Tip Sheet

## Something to **WATCH**



### Early Childhood Assessment Purposes



Kristie Pretti-Frontczak, Ph.D.

Run Time - 9:24 minutes

**WATCH** this brief presentation from assessment expert Kristie Pretti-Frontczak talking about the 6 main purposes of assessment in early childhood and about the process of using assessment for decision-making.



Run Time - 7:37 minutes

**WATCH** as physical therapist Megan Klish Fibbe illustrates how authentic assessment practices enhance early intervention services to children and families - including use of observation, conversations with families, and video.



Something to  
**LISTEN TO**



**LISTEN** to this **EI on the Fly** podcast entitled  
**“Ongoing Functional Assessment”**

This podcast is episode  
7 of an 8-episode series from the VEIPD  
Center focused on how to implement  
functional assessment (also called authentic  
assessment) in the context of  
early intervention (EI).



Run Time - 34:56 minutes

Something to  
READ

### Definition of Functional Assessment

Functional assessment is a continuous collaborative process that combines observing, asking meaningful questions, listening to family stories, and analyzing individual child skills and behaviors within naturally occurring everyday routines and activities across multiple situations and settings.



READ this infographic from the VEIPD Center outlining a definition of functional assessment.

### Assessment Tip Sheet CHILD ASSESSMENT

Watch Now!

#### WHAT IS CHILD ASSESSMENT?

The process of gathering information to make decisions. Assessment informs intervention and, as a result, is a critical component of services for young children who have a developmental delay or disability and their families.



#### WHAT DOES THE LAW SAY ABOUT CHILD ASSESSMENTS?

According to Individuals with Disabilities Education Act (IDEA) - Part C, assessment means the ongoing procedures used by qualified personnel to identify the child's unique strengths and needs and the early intervention services appropriate to meet those needs throughout the period of the child's eligibility under this part and includes the assessment of the child, consistent with paragraph (a)(1) of this section. IDEA § 303.32 ensures that an assessment of each infant or toddler with a disability must be conducted by qualified personnel to identify the child's unique strengths and needs and the early intervention services appropriate to meet

... of the child must include the following -  
... of the results of the evaluation conducted  
... of observations of the child; and  
... identification of the child's needs in each of the developmental areas in § 303.2(a)(1).

*All evaluations and assessments of the child and family must be conducted in a nondiscriminatory manner, in the native language of the child or family, by a multidisciplinary team.*

The Wisconsin Administrative Code - Dept. of Health Services, Chapter 90.02 identifies the following with regard to assessment of a child:

- (a) Initial assessment.
  1. Once a child is determined under s. DHS 90.08 to be eligible for early intervention services, the EI team shall, as needed, carry out additional observations, procedures and testing to assess and determine the child's unique developmental needs. All assessment tests and other materials and procedures shall comply with DHS 90.08 (7)(d).
  2. Following the assessment under subd. 1., the EI team shall prepare a report. This report need not be a separate document but may be made part of the EI team's report under s. DHS 90.08 (7)(h) or the IFSP under s. DHS 90.10.
  3. The service coordinator shall provide the child's parent with a copy of the assessment report.
- (b) Ongoing assessment.

Ongoing assessments shall be carried on as needed by either the EI team or the IFSP team. All ongoing assessments shall meet the requirements in par. (a).

Wisconsin's Birth to 3 Program Operations Guide  
See Ch. 7 on Assessments



READ more about child assessment in the homegrown EI in WI Child Assessment Tip Sheet.



Something to  
**DO**



**COMPLETE** the ECTA Authentic Assessment checklist to examine how the key characteristics of authentic assessment are demonstrated in your individual and team OCA practices.



**ASSESSMENT** Checklist 3 of 4 **ecta** Early Childhood Technical Assistance Center

### Authentic Child Assessment Practices Checklist

This checklist includes key characteristics of authentic assessment practices for observing child participation in everyday activities, the real world learning opportunities that occur in the activities, child behavior in the everyday learning opportunities, and the particular learning opportunities that provide a child the richest array of competency-enhancing learning opportunities. The main focus of authentic assessment practices is identifying the everyday contexts for child learning, the behavior a child will acquire in these settings, and the environmental and interactional/instructional strategies for promoting child competence while engaged in the activities. Authentic assessment links context-specific assessment information to functional intervention practices. The checklist indicators can be used by a practitioner to develop a plan to conduct an authentic child assessment or to promote a parent or practitioners' understanding and use of this approach to assessment/intervention. The checklist rating scale can be used for a self-evaluation to determine if the key characteristics were used as part of child assessment.

Practitioner: \_\_\_\_\_ Child: \_\_\_\_\_ Date: \_\_\_\_\_

Please indicate which practice characteristics you were able to use as part of an authentic assessment of a child:	Seldom or never (0 - 25%)	Some of the time (25 - 50%)	As often as I can (50 - 75%)	Most of the time (75 - 100%)	Notes
1. Observe the child's participation in everyday (family, classroom, or community) activities and routines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Interview the child's primary caregivers (parents, teachers, etc.) about the everyday activities that "make up" a child's everyday experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Identify the context-specific child functional behavior (through observation or caregiver report) that are used in everyday activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Ascertain the child behaviors (strengths, interests, preferences, etc.) that sustain child engagement in everyday activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Determine which materials (objects, toys, etc.) and adult interactional/instructional behavior are associated with optimal levels of child competence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Identify which everyday activities, learning opportunities, materials, and adult behavior will be used to support and strengthen child acquisition of functional competencies in a number of different context-specific activities and routines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Monitor and analyze child learning and progress to determine needed changes in everyday child learning opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

This checklist is based upon the following DEC Recommended Practices: Assessment 2, 4, 6, 7, 9  
The DEC Recommended Practices are available at <http://dec-sp.ed.org/recommendedpractices>  
Access this checklist and other products at <http://ectacenter.org/decpr>  
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# Something to **REFLECT** Upon



Review the 'Considerations' section on page 2 of the Child Assessment Tip Sheet to **REFLECT** on your current individual and team OCA practices.

## WHAT SHOULD I KNOW ABOUT CHILD ASSESSMENT IN PART C EARLY INTERVENTION?

The Council for Exceptional Children: [Division of Early Childhood Recommended Practices for Authentic Child Assessment](#) encourage practitioners to:

- Work with the family to identify family preferences for assessment processes.
- Work as a team with the family and other professionals to gather assessment information.
- 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.
- Conduct assessments that include all areas of development and behavior to learn about the child's strengths, needs, preferences, and interests.
- Conduct assessments in the child's dominant language and in additional languages if the child is learning more than one language.
- Use a variety of methods, including observation and interviews, to gather assessment information from multiple sources.
- Obtain information about the child's skills in daily activities, routines, and environments such as home, center, and community.
- 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.
- Implement systematic ongoing assessment to identify learning targets, plan activities, and monitor the child's progress to revise instruction as needed.
- Use assessment tools with sufficient sensitivity to detect child progress, especially for the child with significant support needed.
- Report assessment results so that they are understandable and useful to families.

## WHAT ARE THE BENEFITS OF CHILD ASSESSMENT FOR PART C EARLY INTERVENTION?

Information gathered through assessment:

- Forms a holistic understanding of eligible children, their abilities, their environment, and potential early intervention services.
- Forms the basis for developing the Individualized Family Service Plan (IFSP) that best supports each unique child's development.
- Helps the early intervention (EI) team to develop functional, participation-based, and measurable IFSP outcomes.
- Informs the Office of Special Education Programs (OSEP) Child Outcome rating process.
- Helps parents and caregivers in understanding and supporting the child's development.

## WHAT ARE THE CONSIDERATIONS FOR CHILD ASSESSMENT IN PART C EARLY INTERVENTION?

- **Selection:** Which age-anchoring instrument best meets identified needs?
- **Application:** How will the DEC Recommended Practices be implemented in the assessment process?
- **Team:** Which EI team members will participate in the assessment process?
- **Consistency:** How will a consistent assessment process be ensured for all families?
- **Timing:** At what points in the IFSP process will child assessment take place?
- **Results:** Will information gathered be shared with families and other team members? Used to support decision making? Inform intervention?






**Check in with your team to discuss this PD bundle and how this information can support children and families.**








# Would you mind taking a moment to provide feedback about this PD bundle?

Please click on the form below to fill out a very short survey. Thank you!





PROFESSIONAL DEVELOPMENT BUNDLE  
FEEDBACK FORM



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## Bundle Feedback Form

Thank you for viewing one of our PD Learning Bundles, we hope that you found it helpful. We appreciate your taking a moment to give us feedback about the Bundle. Your input is important and guides our work.

THANK YOU FOR  
LEARNING WITH US.

**“Reach out to RESource”**  
with any questions!



Submit a request for PD/support  
by filling out the RESource  
REQUEST FORM

Send any general inquiries or  
messages to our centralized  
email address:  
[resourceinfo@cesa5.org](mailto:resourceinfo@cesa5.org)



# References

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