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

   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

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**


**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
- NAEC/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


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

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
**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
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