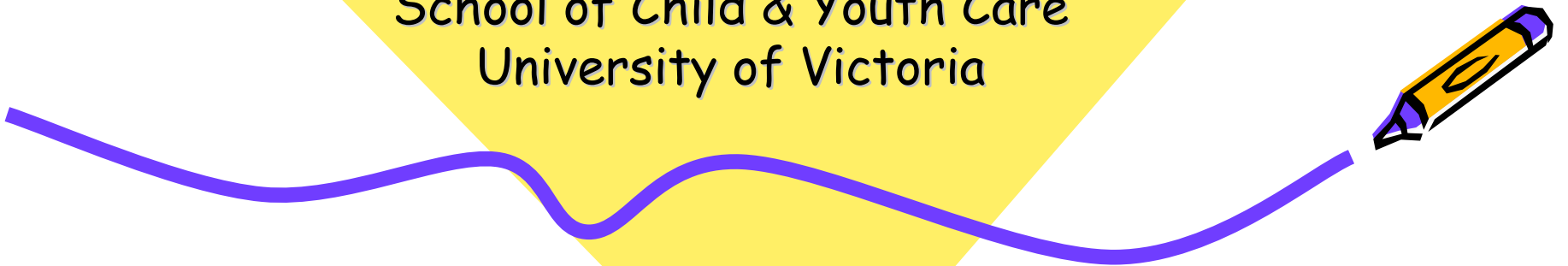


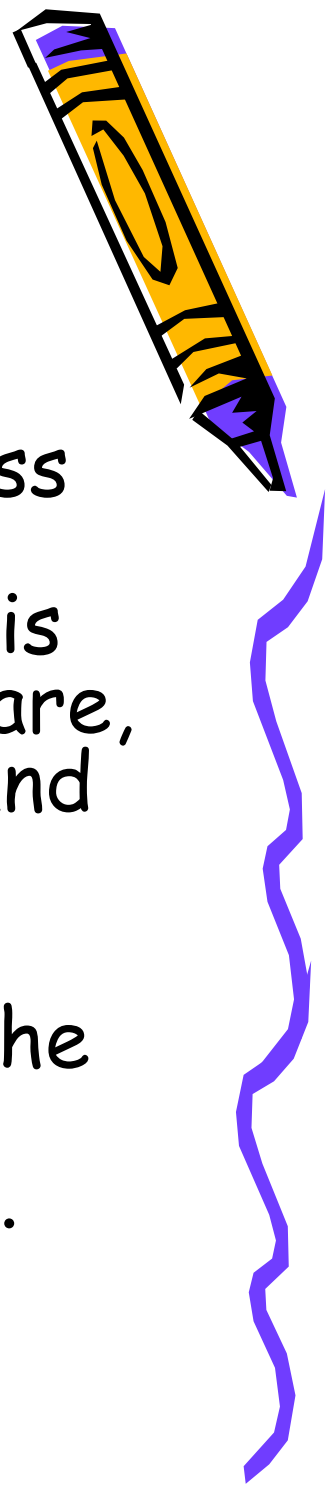


# Developmental Assessment

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University of Victoria



# What is developmental assessment?

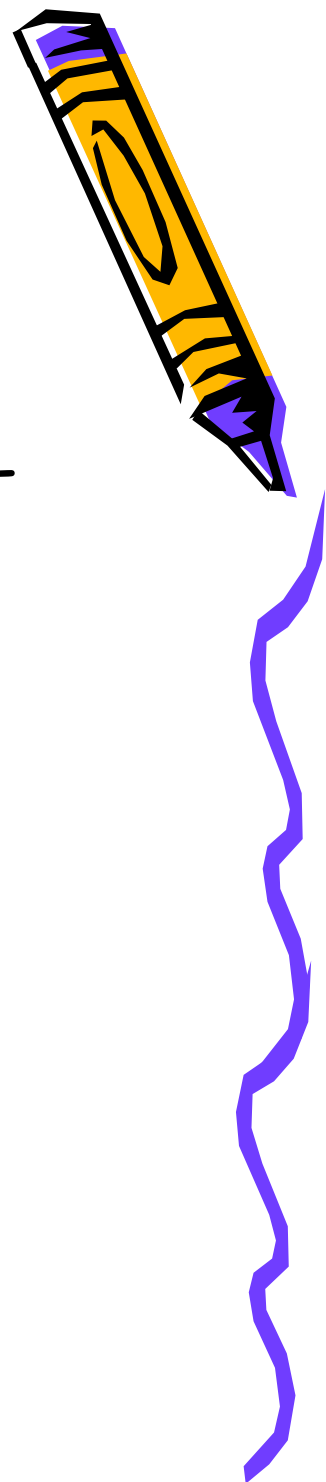


- Developmental assessment is the process of observing and recording the work children do and how they do it, as a basis for a variety of decisions about their care, suitable programs and program goals, and service needs.
- Developmental assessment is done everyday by attentive caregivers, but the term usually refers to various **STRUCTURED** systems for observation.

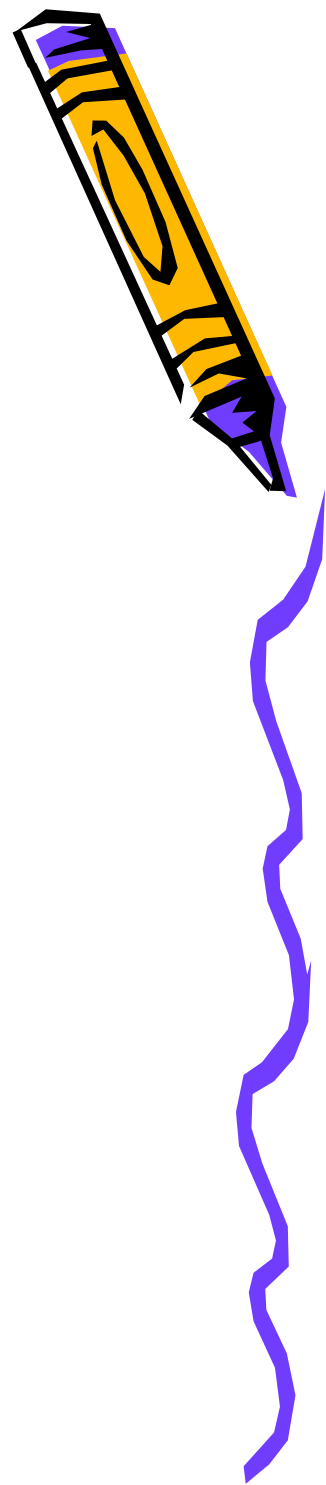


# Why Assess?

- An assessment instrument is a decision-making tool
- Monitoring progress
  - Individualize programs, inform parents
  - Report to funders, revise programs
- Screening: 'red flags'
- Diagnosis
  - Identify special need(s)
  - Establish eligibility for funding or services



# 'Domains' of Assessment



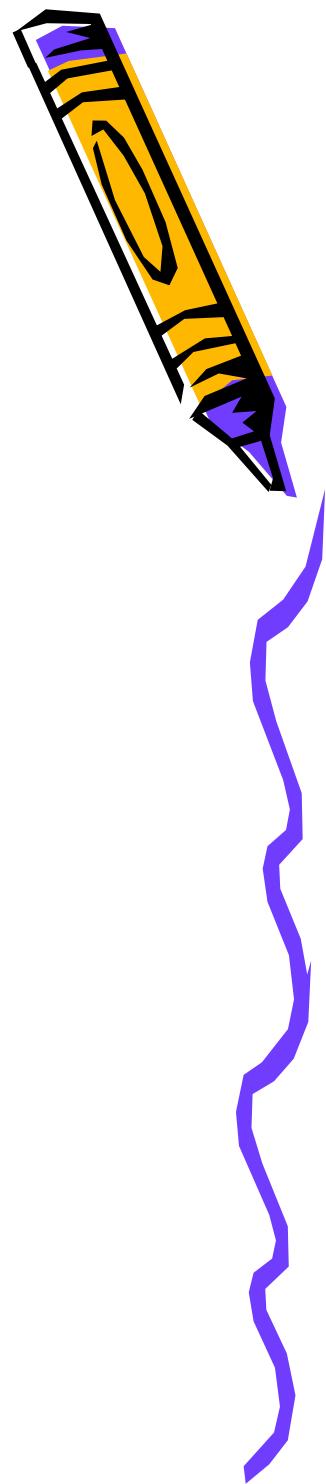
- Physical growth & movement
- Health
- Achievement
- Socio-emotional
- Cognitive
- Neuropsychological
- Personality
- Identity / Self-concept
- Spirituality??



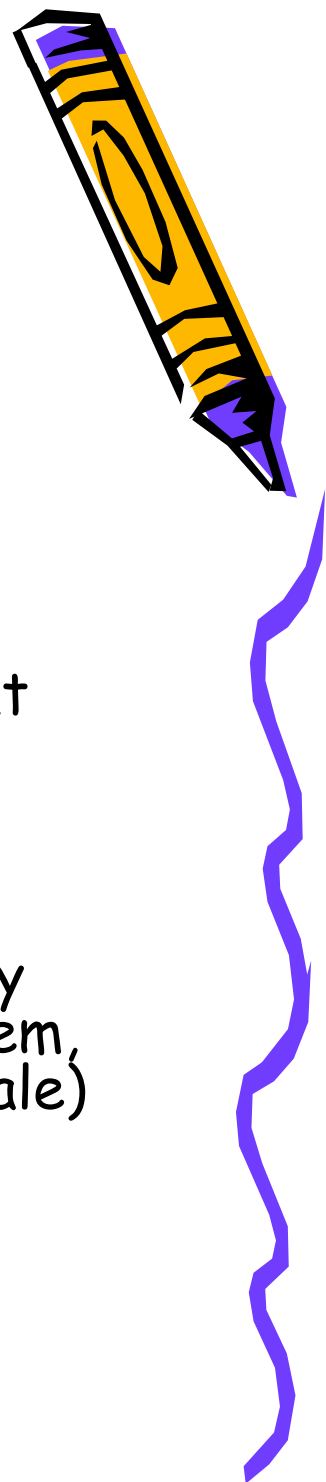
# Methods of Assessment

- Developmental Interview
- Clinical Interview
- Observation (see handout)
- Questionnaire
- 'Projective' (e.g., drawings, stories)
- Narrative assessment
- Dynamic Assessment

For each method, there are many 'tools' or 'instruments' for conducting an assessment.



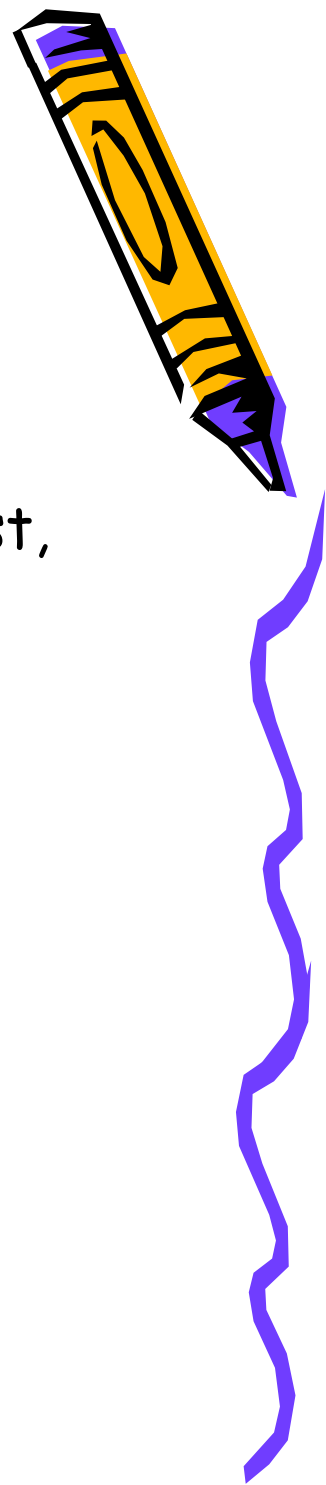
# Assessment Approaches



- Norm-referenced assessment
  - Compare individual child to other children
- Criterion-reference assessment
  - Compare child as he/she is now to how he/she was at some earlier time
  - 'Milestone scales'
- Functional assessment
  - Observation of the child's 'performance' of everyday tasks in a natural setting (e.g., Work Sampling System, Child Observations Record, Ounce of Prevention Scale)



# Good Assessments Are...



- Based on more than one method (e.g., observation & test, questionnaire & observation, parents & teachers)
- Reliable
- Valid
- Unbiased
- Helpful

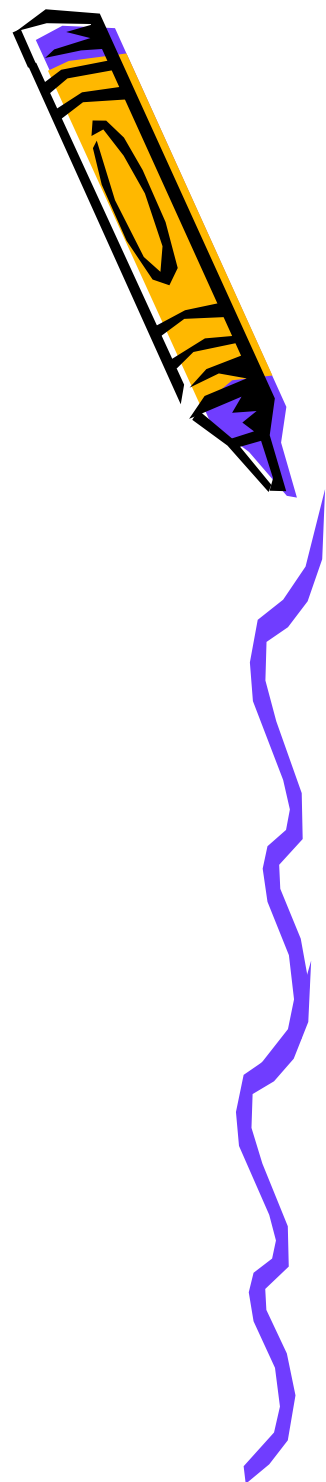


A yellow diamond-shaped background. At the top left, a red crayon is shown with a red squiggly line extending from its tip. At the bottom right, a blue crayon is shown with a blue squiggly line extending from its tip. The text "Developmental Screening Measures" is centered in the middle of the diamond.

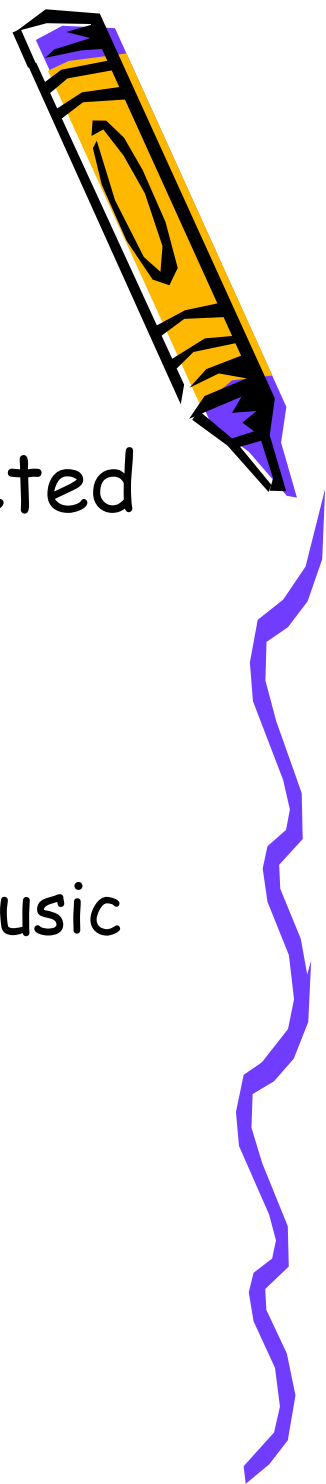
# Developmental Screening Measures

# Common Measures in Aboriginal ECD

- Child Observation Record (COR)
- Work Sampling System (WSS)
- Ages and Stages Questionnaire (ASQ)
- Nipissing Developmental Screen
- Denver Developmental Screening Test, Second Edition (DDST-II)



# Child Observation Record (COR)



- Observational assessment tool completed by teachers
- **Assesses:**
  1. initiative and social relations
  2. creative representation, movement and music
  3. language and literacy
  4. mathematics and science.



# COR Continued



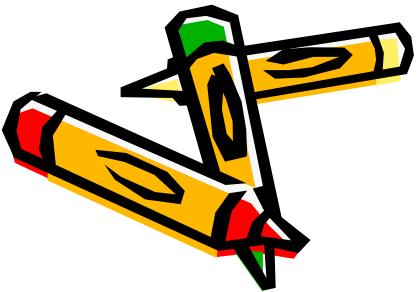
- A functional, performance assessment
- Used with children 2.5-6 years old
- No age or grade norms
- an observational assessment instrument that documents changes in children's competencies to perform tasks in their everyday environment over time



# COR Pros



- CORS is **embedded within the curriculum**, thus the pitfalls of standardized assessment are avoided
- Children may demonstrate proficiency on items in many ways
- Parents are encouraged to contribute their own CORS ratings therefore they are included in the assessment process
- CORS enhances student motivation by emphasizing what children can do instead of what they cannot do
- The CORS does not use potentially biased age and grade based norms



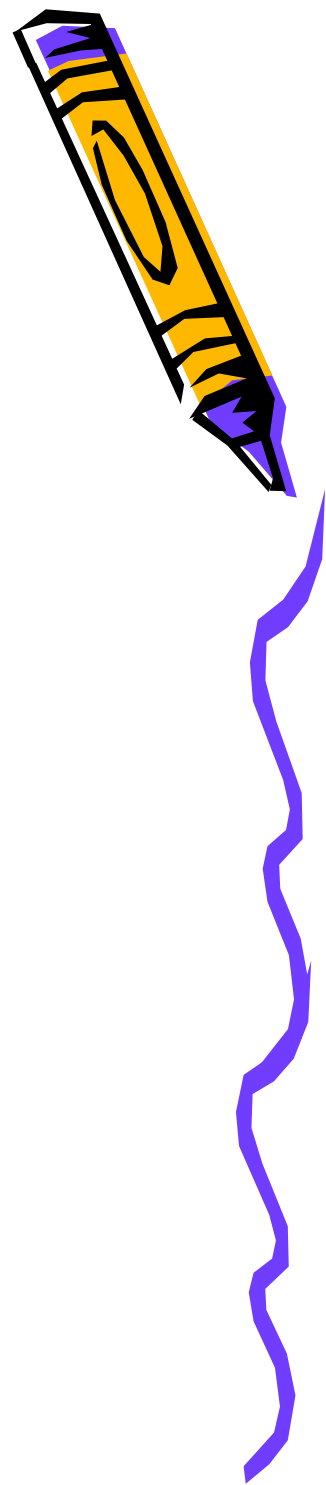
# COR Cons



- The areas assessed by the CORs were not developed in consultation with individuals from diverse cultures therefore they may be inadequate and inappropriate
- The COR is entirely dependent on teacher ratings and teachers may be untrained and/or unaware of how culture may impact a child's performance
- The reliability and validity of the COR in diverse cultures is unknown
- Given that the COR generates no numerical data, it would be exceedingly difficult to use the COR for program evaluation
- Observation occurs in only one context (preschool or school)
- The COR requires a lot of teacher time



# Work Sampling System (WSS)



- A performance assessment system completed by program staff in consultation with primary caregivers
- Used from preschool to grade five
- Consists of three elements:
  1. Developmental guidelines and checklists
  2. Portfolios
  3. Summary reports



# WSS Pros

- WSS is embedded within the curriculum, thus the pitfalls of standardized assessment are avoided
- Children may demonstrate proficiency on items in many ways
- Summary reports include parents in the assessment process
- Individualized portfolios help capture the uniqueness of each child



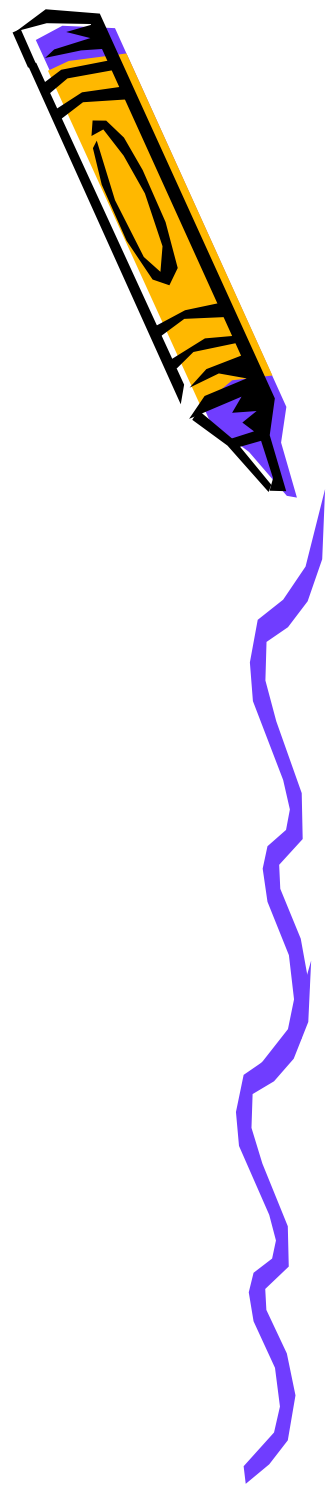
# WSS Cons



- Developmental expectations and areas assessed on the WSS were not developed in consultation with individuals from diverse cultures.
- Therefore they may be inappropriate for children from some cultures
- Program staff rating the child may be untrained or unaware of how culture may impact a child's performance
- Observation occurs in only the program (or school) environment
- The reliability and validity of the WSS in diverse cultures is unknown



# Ages and Stages Questionnaire (ASQ)

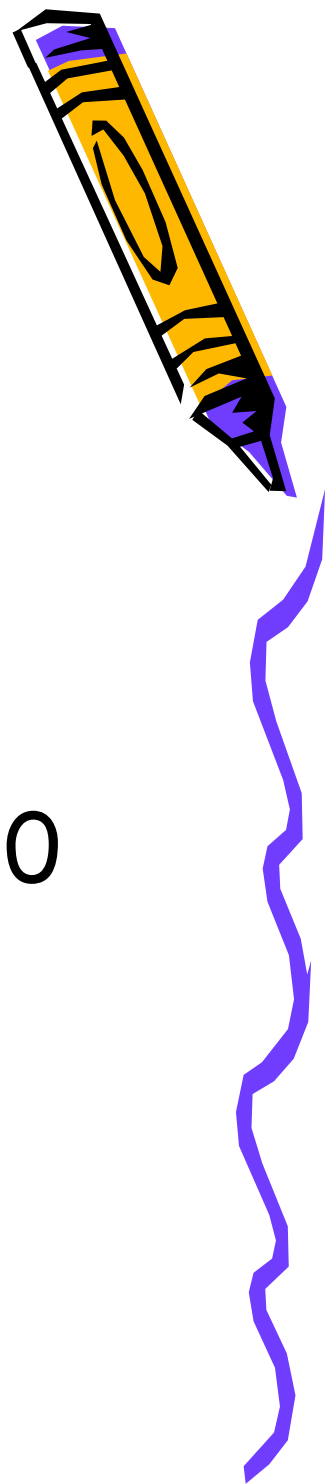


- A 30-item parent-completed questionnaire
- Assesses:
  1. Communication
  2. Gross motor
  3. Fine motor
  4. Problem solving
  5. Personal-social



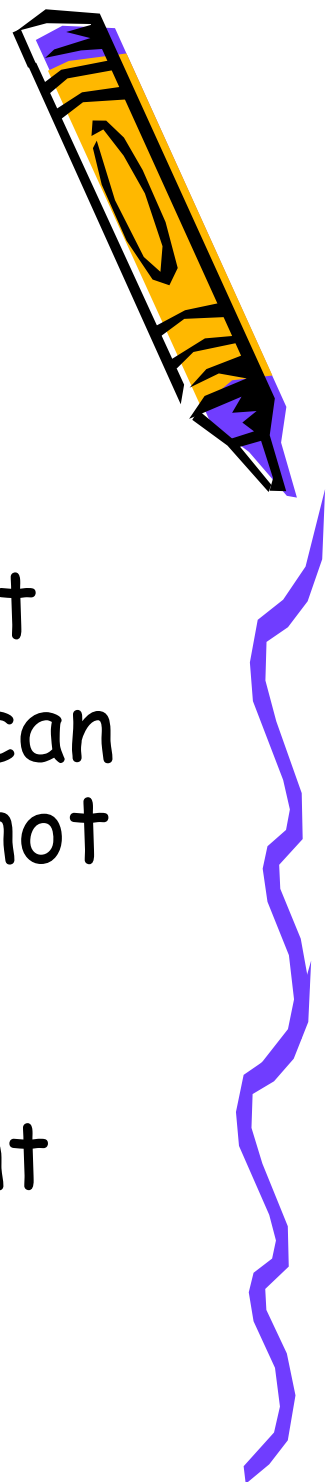
# ASQ Continued

- 19 different versions for children from 4-60 months old
- Normed on a non-representative sample of 2,008 children from 1980 to 1988

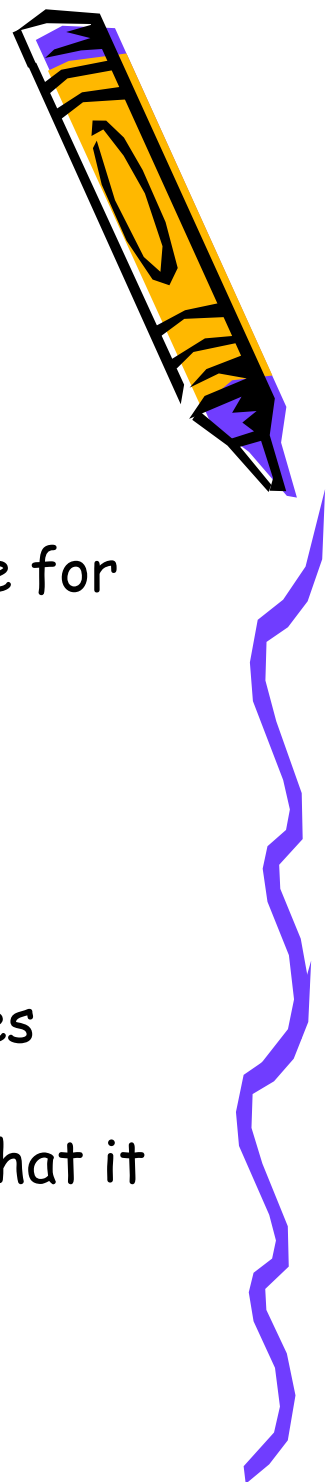


# ASQ Pros

- Low cost
- Includes parents in the assessment
- Includes a section where parents can record general concerns that are not captured in the questionnaire
- It stimulates conversation with parents about a child's development



# ASQ Cons



- The areas assessed by the ASQ were not developed in consultation with individuals from diverse cultures and therefore they may be inadequate and/or inappropriate for individuals from certain cultures
- Cut-off points distinguishing 'normal' from 'abnormal' development are based heavily on the development of children from European heritage
- The ASQ does not address behavioural/emotional issues
- It might intimidate parents from some cultures given that it requires parents be able to read English



# Nipissing Developmental Screening



- Checklist for recording child's progress & for screening for special needs
- Different versions for ages 3 mo. to 5 yrs.
- Completed by primary caregiver
- Covers a range of social, physical, and readiness skills



# Nipissing Pros

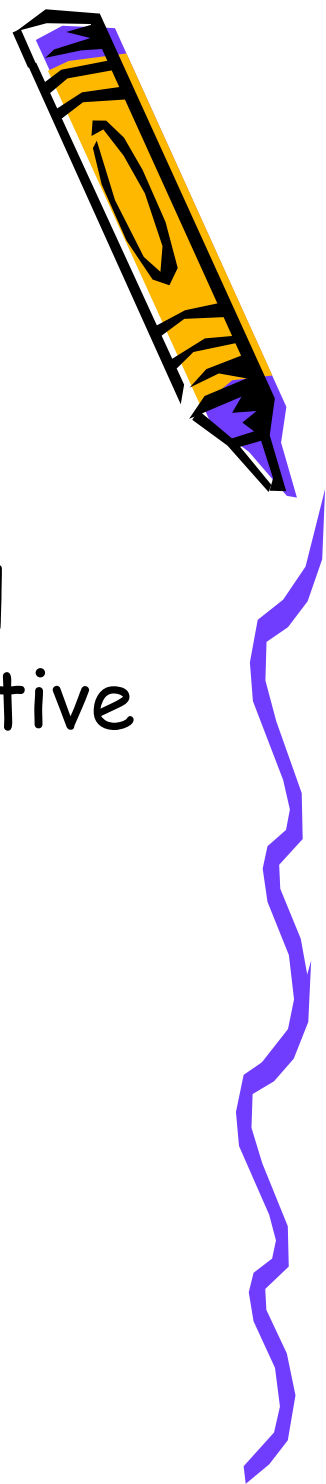
- Inexpensive
- Quick to administer and easy to score
- It includes the primary caregiver in the assessment process and stimulates conversation about a child's development
- Chinese and Spanish versions
- Includes a parent education handout
- Parents like the look of it



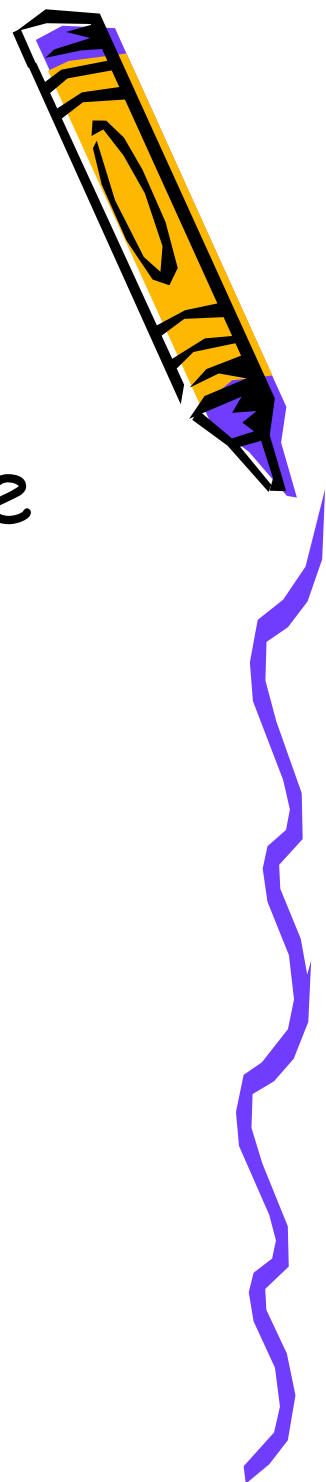
# Nipissing Cons

Is it sufficiently comprehensive?

Does it accurately indicate developmental delay or difficulty? Research on predictive validity is thin.



# Denver Developmental Screening Test (DDST-II)

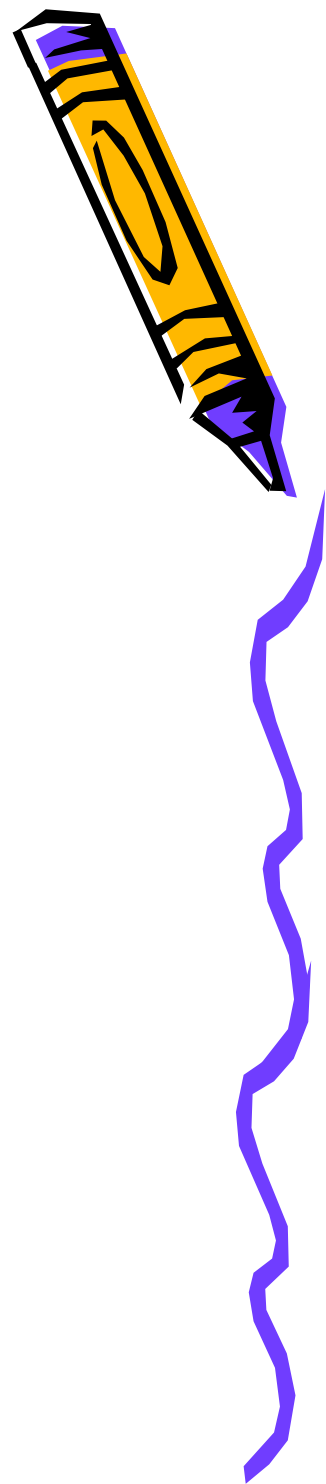


- A 125-item standardized measure
- Assesses
  1. Gross motor (32 items)
  2. Fine motor/adaptive (29 items)
  3. Personal/social (25 items)
  4. Language (39 items)



# DDST-II Continued

- Includes both direct child assessment (e.g., questions and manipulatives) and parent report
- Used from birth to age six
- 10-20 minutes to administer



# DDST-II Pros



- Inexpensive
- Quick to administer and easy to score
- The authors emphasize that the DDST-II must be interpreted within the context of the individual child, his or her family, and the child's environment
- It includes parents in the assessment process and stimulates conversation about a child's development



# DDST-II Cons

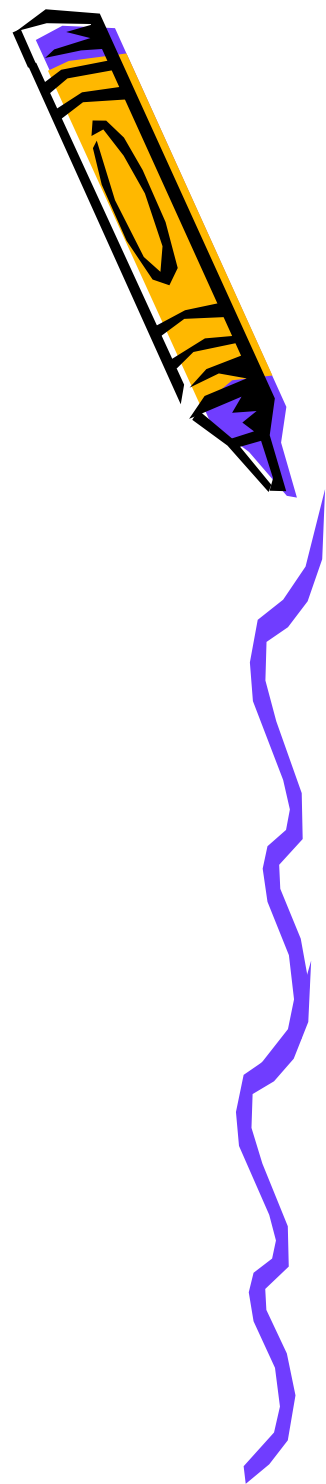


- DDST-II items were not developed in consultation with individuals from diverse cultures and therefore the content may be inadequate or inappropriate for certain cultures
- DDST-II normative data is out of data (collected in 1987) and not representative (only children from Colorado were included)
- The DDST-II comes only in English and Spanish translations
- The reliability and validity of the DDST-II in diverse cultures is unknown

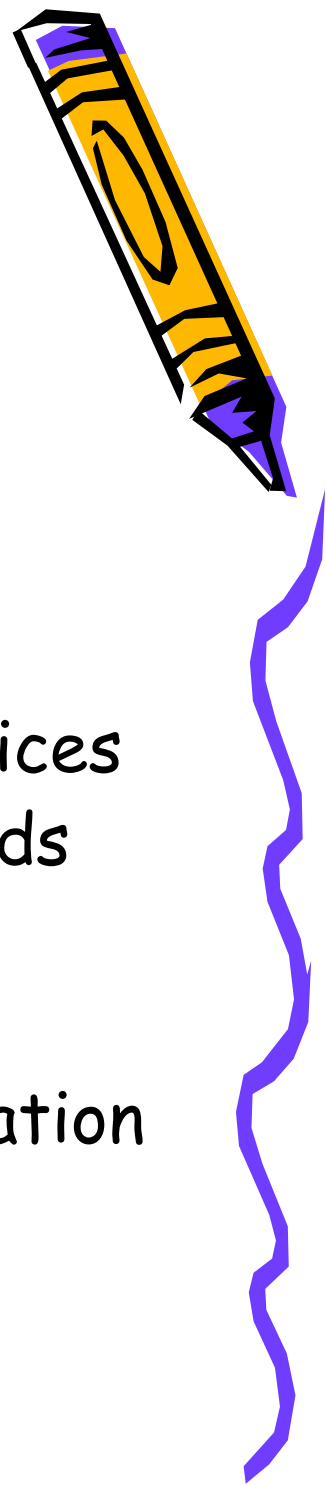


# Other Assessment Instruments

- There are many of them
- Many are reviewed at:  
<http://www.earlyonmichigan.org>



# Culture



Culture is:

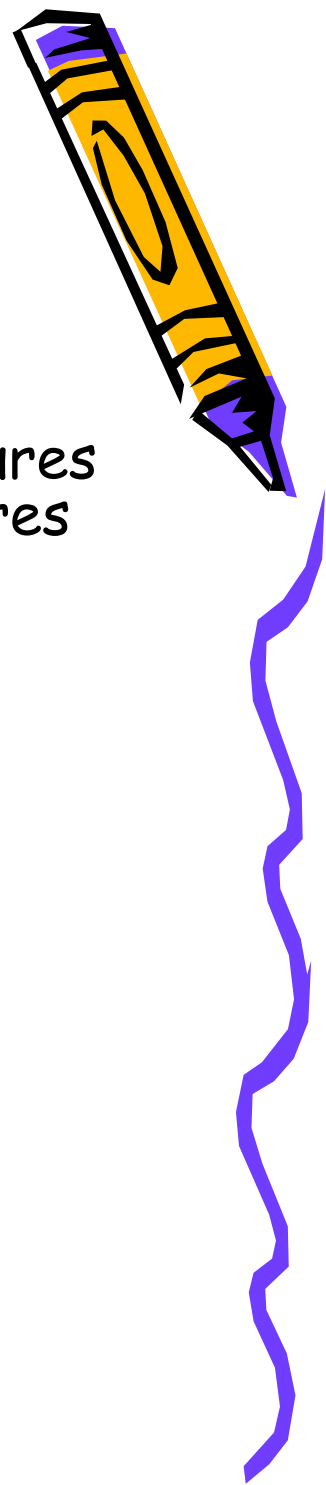
- Language
- Religion
- Economics
- Dress
- Social Relationships
- Gender Roles
- Technology
- Everything!

Culture influences:

- Childbearing age
- Pregnancy diet
- Childrearing practices
- Normality standards
- Early achievement
- Construct of self
- Mother-infant relation
- Everything!



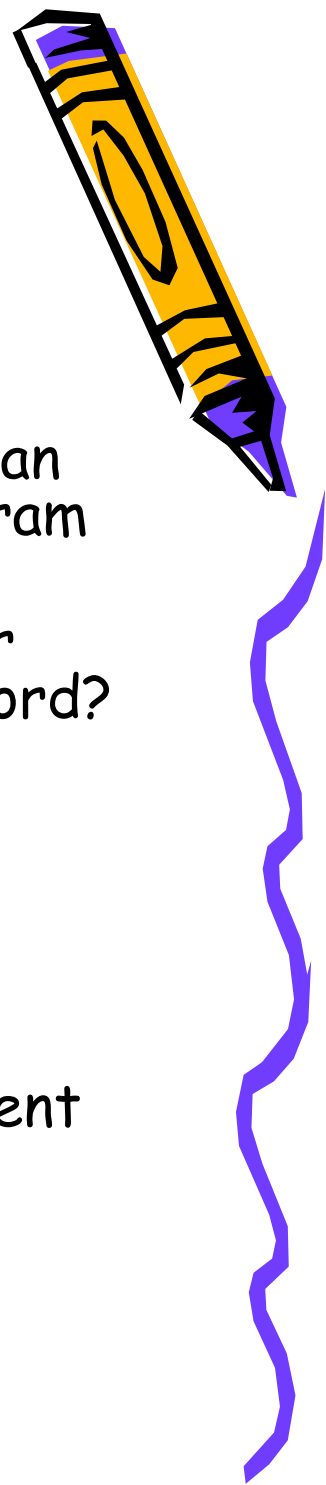
# Problems with Cross-Cultural Assessment



- The development of children in European heritage cultures has become the norm for child development in all cultures
- Inadequate and inappropriate measures
- Lack of:
  - Exposure
  - Motivation
  - Rapport
- Differences in
  - Willingness to report
  - Time perception
  - Competition
  - Language



# Current Approaches



- Ask: What are the values that have led to the items in an assessment tool. Do the parents of children in my program share those values?
- Ask: What will using a tool do that we could not know or achieve just from what we already know or have on record?
- When moving to structured, formal assessment:
- Start with relationship building
- Be open to listening & learning rather than telling
- Fully explain the purpose(s) (before) and the result(s) (after) of the assessment
- Include parents and family in all stages of the assessment process



# Current Approaches

- 'Emic' assessment instruments
- Dynamic assessment
- Collaborative assessment
- Collect additional norms
- Criterion-referenced tests
- Narrative accounts

