Assessment and Young Children with Disabilities

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The Early Childhood Outcomes (ECO) Center

- Funded by the Office of Special Education Programs (OSEP)

- Mission: to provide leadership and TA to states to build outcome measurement systems for Part C and 619 programs.

- Worked with stakeholders to identify outcomes and the parameters of the measurement system (2003 to present).

- First data reported in February 2007

The Early Childhood Outcomes (ECO) Center

- 3 child outcomes
  - Positive social emotional skills (including positive social relationships)
  - Acquisition and use of knowledge and skills (including early language/ communication [and early literacy])
  - Use of appropriate behaviors to meet their needs

- Child Outcome Summary (COS) process

  www.the-eco-center.com

Early Childhood Outcomes Center

The Center for IDEA Early Childhood Data Systems (DaSy)

- A new 5-year Center funded by OSEP to assist states with improving Part C and Part B preschool data

- Provide TA to Part C and 619 programs:
  - Build better data systems
  - Link to their state's coordinated EC data system
  - Link to their state's longitudinal data system
  - Improved capacity to use data

www.dasycenter.org
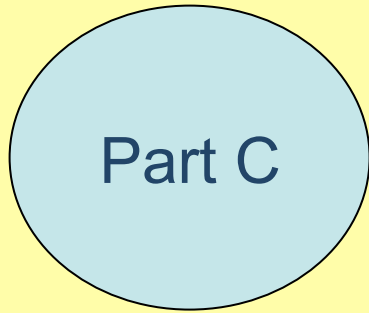
Part C

MIECHV

Early Head Start

Head Start

State Pre-K

Child Care

Preschool Special Education

K-12 Special Education

K-12

Young children with disabilities are in all of these programs.

Assessing young children with disabilities

- Good EC assessment is good EC assessment

- Principles that apply to typically developing children apply to children with disabilities

  – See NAEYC position statement

  http://www.naeyc.org/positionstatements/cape

Considerations Related to Assessment of Young Children with Disabilities

- Universal design
- Construct irrelevant variance
- Adaptations
- Floor effects
- Sensitivity to growth

Universal Design for Learning (UDL)

- Principles for curriculum development
- Give all individuals equal opportunities to learn.
- Blueprint for creating instructional goals, methods, materials, and assessments that work for everyone

http://www.cast.org

Principles of UDL

1. **Provide multiple means of representation**

2. **Provide multiple means of action and expression**

3. **Provide multiple means of engagement**

Construct Irrelevant Variance (CIV)

- Child has the concept but does not get credit for the item because
  - Can't point
  - Can't speak
  - Can't attend for even short periods of time
  - Can't understand the instructions
  - Etc.
- Major problem with rigidly standardized direct assessments.

  Standardizing the conditions does not standardize the experience for the child.

DAP please

- Assessments with rigid administration procedures **create** validity issues for children with disabilities

- But, they also create validity issues for young children in general….

- Valid assessment of young children requires giving children multiple opportunities to demonstrate competence

Response to Intervention (RTI) and EC

- Making informed instructional decisions based on assessment results
- Emerging challenges:
  - How many assessments??
  - Quality of tier 1 (even in state Pre-K)
  - Can an entire class be at tier 2?
  - Relationship to identification for special education
- Joint paper from DEC/NAEYC/NHSA