

# Connections

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Assessment

## Early Childhood Assessment



### Early Monitoring

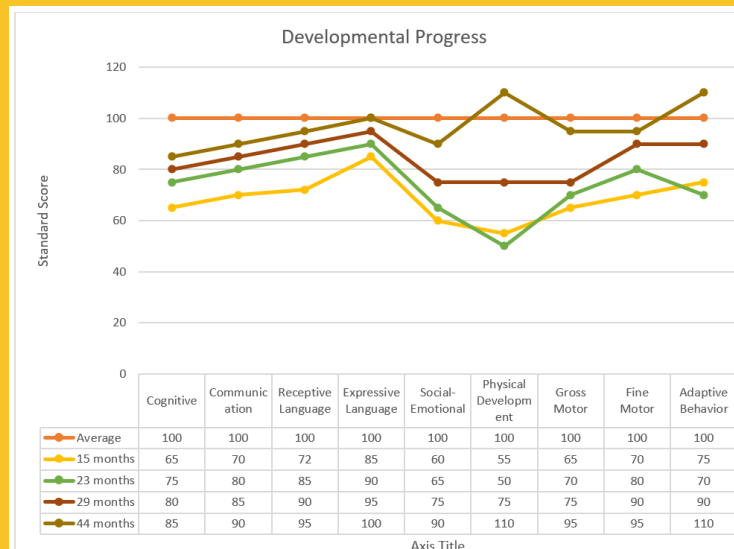
If you've ever set a goal for yourself, you know that the best way to reach that goal, is not only measuring where you are at the beginning, but tracking accomplishments reached along the way. This helps to monitor your progress and confirm which steps have not yet been reached. Focusing more time and attention on areas that may be more difficult for you to achieve will encourage you to reach your ultimate goal.

In the same way, it is important for us to not only measure a child's development at the beginning of an education/service plan but also at routine intervals along the way.

Early progress monitoring is important for families and interventionists to compare a child's progress with developmental expectations of same-aged peers. This allows development of relevant objectives and identifying areas that need to be addressed before a larger gap emerges. One of the Center's values is unlimited potential. Frequent progress monitoring identifies areas in which a deaf or hard of hearing child is performing similar to their same-age peers and when more support may be needed. Research consistently shows that children receiving early support optimizes outcomes.

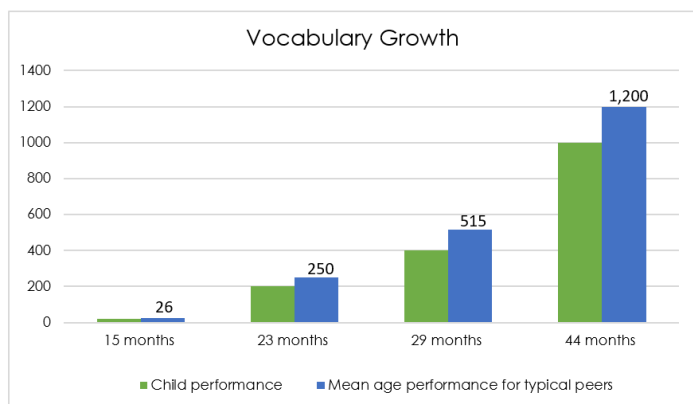
## Center Early Childhood Assessment

The Center has an initiative to monitor developmental progress for children enrolled in the CDHHE early intervention Network. The Early Childhood Assessment (ECA) includes multiple developmental areas: cognition, communication (including receptive and expressive language and vocabulary), social emotional, physical development (including gross and fine motor) and adaptive behavior. CDHHE Network First Steps providers facilitate the developmental tracking tool ([Developmental Assessment of Young Children, Second Edition \(DAYC-2\)](#)) and support the family to complete a vocabulary and language tool ([MacArthur-Bates Communicative Development Inventories \(MBCDI\)](#)). Some 30-month children with connected language and large vocabularies may additionally qualify for the [Language Use Inventory \(LUI\)](#).



### ECA Report

The ECA measures are scored and placed in a written report provided to the child's family and early intervention providers. In addition to scores the report includes skills the child would benefit from developing and/or skills that can be anticipated next based on a typical developmental trajectory as well as suggestions for language activities for families. Finally, the report provides graphs that track the child's development each time the ECA is completed and in comparison to age expectations (pictured above and below). This report can assist in goal creation and intervention planning.



### Data Collection

In addition to reporting to the family and early intervention provider, ECA data contributes to studying trends with Indiana's deaf and hard of hearing children, which allows the Center to focus on optimizing outcomes. The DAYC2 data is included in [IDEAL](#) reporting and the Center has participated in CDC grants focused on [Early Hearing Detection and Intervention \(EHDI\)](#). Two of the grants include the [National Early Childhood Assessment Project—D/HH](#) and [Outcomes & Developmental Data Assistance Center for EHDI Programs](#).

Data collection and analysis is essential to learn how to better serve DHH children and their families.

## New Initiative

### 44-month ECA

The Center is now offering 44-month participation in our Early Childhood Assessment. This continuation allows school staff and families to compare the child's progress after one year of graduating from early intervention. If a child completed at least one round of the ECA through the CDHHE Network, the ECA Lead contacts the child's school Teacher of the Deaf and Hard of Hearing (ToDHH) and offers to work with the school to complete another round of the ECA.

If your child participated in the ECA during First Steps but is not enrolled in special education school services, contact our Center directly to participate.

### How can you help?

**FAMILIES in Early Intervention:** Ask your First Steps providers within the CDHHE Network about the ECA! This process should be completed at 15-months, 23-months, and 29-months. That way when the information is completed at 44-months, there is a data profile with multiple reference points to assist with educational planning.

**Families with preschool age children:** Many schools are not yet familiar with the ECA. You can be sure the Center has a Release of Information on file to communicate with your school district so they can be contacted. You can also talk with the ToDHH about the ECA and the information it can provide. Again, if not enrolled in special education services, contact the Center directly.

To **promote**, **protect**, and **improve** the health and safety of all Hoosiers