

JESSE

An example of applying a linked assessment, goal development, intervention, and evaluation approach follows. This example describes how Jesse, an active 3-year-old, and his parents move through each process.

Programmatic Assessment. Following a preschool screening round-up, Jesse's parents were advised to seek a comprehensive evaluation to examine his development. A diagnostic evaluation found that Jesse had a mild motor delay and a behavior disorder that met the state's criteria for receiving early intervention services. Jesse and his parents were referred to a special preschool program in their neighborhood. The family found the program acceptable, and Jesse was enrolled. During his first days at school, Jesse was assessed using the AEPS Test: Three to Six Years by the professional staff. His performance across settings, people, and events was observed, and the teachers, speech-language pathologist, and physical therapist scored AEPS items. For the purpose of this example, only results from the Social Area on the Child Observation Data Recording Form are shown in Figure 5.

Jesse met the criteria for all items in Goal 1 of Strand A. Jesse was able to perform some of the easier objectives in Goal 2 and Goal 3; for example, Jesse met the objectives of sharing or exchanging objects and was beginning to cooperate with others (see items in Strand A, Goal 2). Jesse was beginning to demonstrate skills in resolving conflicts with others by using a variety of strategies, often with assistance from adults (see items in Strand A, Goal 3). In Strand B, he would sometimes initiate and complete age-appropriate activities and was beginning to participate in small and large group activities more consistently (see items in Strand B, Goals 2 and 3). In Strand C, Jesse met the criteria for two of the simplest items regarding meeting physical needs and was beginning to follow context-specific rules outside of the home and the classroom. In Strand D, Jesse selected preferred activities and knew his full name, age, gender, the gender of others, and the names of his brothers but did not meet criteria for the other objectives nor the associated goals. Jesse's parents completed the Family Report as they observed their child at home. The parents' findings shown in Figure 6 are similar to the interventionists' AEPS Test results.

Goal Development. The AEPS Test and Family Report assessment information provided Jesse's parents and interventionists with an accurate picture of what he can currently do, what he is starting to do, and what skills might be appropriate on his IEP. For the Social Area, Jesse's parents selected the goal: Initiates cooperative ac-

SOCIAL AREA

S = Scoring key	N = Notes
2 = Consistently meets criterion 1 = Inconsistently meets criterion 0 = Does not meet criterion	A = Assistance provided B = Behavior interfered D = Direct test M = Modification/adaptation Q = Quality of performance R = Report

Name: Jesse

Test period:	1			
Test date:	8/02-9/02			
Examiner:	DM			
IFSP/IEP	S	N	S	N

A. Interaction with Others									
		S	N	S	N	S	N	S	N
1. Interacts with others as play partners (p. 194)		2							
1.1 Responds to others in distress or need		2							
1.2 Establishes and maintains proximity to others		2							
1.3 Takes turns with others		2							
1.4 Initiates greetings to others who are familiar		2							
1.5 Responds to affective initiations from others		2							
2. Initiates cooperative activity (p. 195)		0							
2.1 Joins others in cooperative activity		0							
2.2 Maintains cooperative participation with others		1	A						
2.3 Shares or exchanges objects		2							
3. Resolves conflicts by selecting effective strategy (p. 196)		1							
3.1 Negotiates to resolve conflicts		1	A						
3.2 Uses simple strategies to resolve conflicts		1	A						
3.3 Claims and defends possessions		2							
B. Participation									
1. Initiates and completes age-appropriate activities (p. 198)		1	A						
1.1 Responds to request to finish activity		1	A						
1.2 Responds to request to begin activity		1							
2. Watches, listens, and participates during small group activities (p. 198)		1	A						

Figure 5. Strand A, B, C, and D of Jesse’s Child Observation Data Recording Form II, Social Area, Three to Six Years. The page numbers listed after each goal indicate where that particular goal can be found in Volume 2.

Child Observation Data Recording Form II: Social Area

Name: Jesse

Test period: 1

Test date: 8/02-9/02

Examiner: DM

	IFSP/ IEP	1		2		3		4	
		S	N	S	N	S	N	S	N
2.1 Interacts appropriately with materials during small group activities		1							
2.2 Responds appropriately to directions during small group activities		1							
2.3 Looks at appropriate object, person, or event during small group activities		1							
2.4 Remains with group during small group activities		1							
3. Watches, listens, and participates during large group activities (p. 199)		1							
3.1 Interacts appropriately with materials during large group activities		1							
3.2 Responds appropriately to directions during large group activities		1							
3.3 Looks at appropriate object, person, or event during large group activities		1							
3.4 Remains with group during large group activities		1							
C. Interaction with Environment									
1. Meets physical needs in socially appropriate ways (p. 201)		1							
1.1 Meets physical needs when uncomfortable, sick, hurt, or tired		1							
1.2 Meets observable physical needs		2							
1.3 Meets physical needs of hunger and thirst		2							
2. Follows context-specific rules outside home and classroom (p. 202)		0							
2.1 Seeks adult permission		1							
2.2 Follows established rules at home and in classroom		1	R						
D. Knowledge of Self and Others									
1. Communicates personal likes and dislikes (p. 203)		1							
1.1 Initiates preferred activities		1							
1.2 Selects activities and/or objects		1							
2. Understands how own behaviors, thoughts, and feelings relate to consequences for others (p. 203)		1							

Figure 5. (continued)

Name: <u>Jesse</u>	Test period:	1							
	Test date:	8/02-9/02							
	Examiner:	DM							
	IFSP/ IEP	S	N	S	N	S	N	S	N
2.1 Identifies affect/emotions of others		1							
2.2 Identifies own affect/emotions		1							
3. Relates identifying information about self and others (p. 204)		1							
3.1 States address		0	B/R						
3.2 States telephone numbers		0	B/R						
3.3 States birthday		0	B/R						
3.4 Names siblings and gives full name of self		2	R						
3.5 States gender of self and others		2	R						
3.6 States name and age		2	R						

Figure 5. (continued)

tivity (Strand A, Goal 2), and two of the associated objectives (i.e., 2.1 and 2.2). Table 1 shows the relationship between the selected AEPS Test items and their wording as IFSP/IEP Goal and Objective Examples found in Volume 1, Appendix B.

Intervention. The next step was to develop an intervention plan for Jesse focused on the selected IEP goals and their associated objectives. For each selected priority goal and its associated objectives, in our example a social goal, an intervention plan should be developed and written. An intervention plan can follow a number of formats but should contain the following information: 1) identifying information such as the child’s name, intervention team, dates for initiation of intervention, and expected completion; 2) intervention area or outcome; 3) goals/objectives/benchmarks and program steps, if necessary; 4) intervention strategies and teaching considerations; 5) curricular modifications; 6) child progress evaluation procedures; and 7) decision rules to be used.

A sample intervention plan addressing Jesse’s social goal and its associated objectives is contained in Figure 7. As shown in Figure 7, intervention plans contain more detail and specification than IFSP/IEP documents and provide caregivers and interventionists with a framework for choosing and developing individualized intervention activities. Using the intervention plan as a guide, Jesse’s parents and interventionists can design an array of daily activities to address his targeted

Social Area

Social skills are those that involve interactions and participation with others as well as meeting bodily needs. These skills include playing with others, managing conflict, taking part in group activities, following rules, showing preferences, identifying emotions, and knowing personal information.

	date	8/02		
1. Does your child play with other children? (A1)	Y			
2. Does your child begin activities and encourage friends to join in? For example, your child says to friends, "Come on, let's build a house" and then gives them jobs to do. (A2)	S			
3. Does your child find ways to stop conflicts? (A3)	S			
NOTE: Place a "Y," "S," or "N" by items a through c:				
<u>S</u> a. Does your child try to find a solution to disagreements with playmates? For example, when your child is not getting along with a friend, your child says, "I'll play with the ball first, and then it's your turn." (A3.1)				
<u>S</u> b. Does your child tell an adult when he or she is having trouble with a friend? (A3.2)				
<u>S</u> c. Does your child claim a toy that belongs to him or her by taking the toy back or by saying, "That's mine!" (A3.3)				
4. Does your child begin playing with toys and finish the activity without being told? For example, your child gets out a puzzle, puts it together, and puts it away. (B1)				
5. Does your child take part in a <i>small</i> group activity with adult supervision? (B2)	?			
6. Does your child take part in a <i>large</i> group activity with adult supervision? (B3)	?			
7. Can your child meet his or her physical needs? (C1)	S			
NOTE: Place a "Y," "S," or "N" by items a through c:				
<u>S</u> a. Does your child ask for help when uncomfortable, sick, hurt, or tired? (C1.1)				
<u>Y</u> b. Does your child take care of his or her own physical needs? For example, your child washes his or her dirty hands or takes off wet clothes. (C1.2)				
<u>Y</u> c. Does your child ask for or get food or drink when hungry or thirsty? (C1.3)				

Note: ? means parents were unable to observe this item.

(continued)

Figure 6. A portion of the Family Report II, Social Area, Three to Six Years, completed by Jesse's parents.

Family Report II

Figure 6. (continued)

8. Does your child follow rules in places outside of his or her home or school? For example, your child follows rules to stay seated during a bus ride or follows directions to not touch food in the grocery store. (C2)

S			
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9. Does your child tell you what he or she likes and does not like? For example, your child says, "I love chocolate cake," or "I don't like to play football." (D1)

Y			
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10. Does your child understand how his or her behavior affects others? For example, after pushing another child, your child says, "I'm sorry," or your child chooses to play with a child who is alone. (D2) NOTE: Place a "Y," "S," or "N" by items a and b:

S			
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S a. Does your child correctly identify the emotions of others when they are hurt, sad, angry, or happy? (D2.1)

S b. Does your child correctly identify his or her own emotions when he or she is hurt, sad, angry, or happy? (D2.2)

11. Does your child know personal information about self and others: (D3) NOTE: Place a "Y," "S," or "N" by items a through f:

S			
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N a. Does your child know own address, including number, street, and town? (D3.1)

N b. Does your child know own telephone number? (D3.2)

Y c. Does your child know own birthday, including the month and the day? (D3.3)

Y d. Does your child know brother's and sister's first names *and* own first and last name? (D3.4)

Y e. Does your child know whether he or she and others are boys or girls? (D3.5)

Y f. Does your child know own first name and age? (D3.6)

What social skills do you want your child to learn? _____

To play with other children his age.

Table 1. Correspondence between AEPS Test items and IFSP/IEP Goal and Objective Examples for Social Area, Strand A

AEPS Test items	IFSP/IEP Goal and Objective Examples
G2 Initiates cooperative activity	G2 The child will use verbal or nonverbal strategies to initiate cooperative activities and encourage peer(s) to participate (e.g., the child says, "Come on, let's build a house," to a group of peers).
2.1 Joins others in cooperative activity	2.1 The child will use socially appropriate verbal or nonverbal strategies to join others engaged in cooperative activities (e.g., the child approaches a group of peers building a sand castle, sits next to them for a while, then begins to help peer who is digging a tunnel).
2.2 Maintains cooperative participation with others	2.2 The child will maintain jobs, roles, or identities that supplement other children's jobs, roles, or identities during cooperative activities (e.g., the child holds two blocks together while a peer puts a third block on top to build a house).
2.3 Shares or exchanges objects	2.3 During daily activities, the child will share or exchange objects with others engaged in the same activity (e.g., the child shares a glue bottle with a peer when both are gluing leaves and flowers onto paper).

Note: AEPS Test items taken from Strand A, Social Area, Three to Six Years and IFSP/IEP Goal and Objective Examples taken from Strand A, Social Area, Three to Six Years, Volume 1, Appendix B.

goals/objectives. This process is greatly facilitated when using a CBM tool such as the AEPS. The intervention activities described in the AEPS Curriculum correspond directly to the AEPS Test items, making it straightforward to relate intervention activities for Jesse directly to his selected goals/objectives. For each AEPS Test item, the AEPS Curriculum contains an associated section that lists sample concurrent goals, and provides a series of suggested intervention activities. An AEPS Curriculum page associated with Jesse's selected social goal is shown in Figure 8.

Evaluation. Once intervention has begun, it is essential for Jesse's intervention team to monitor his progress toward the selected IEP goals/objectives. Without systematic documentation of change, interventionists and caregivers cannot determine the effects of the intervention efforts. It is important to conduct both weekly and quarterly evaluations.

Given adequate staff or caregiver time, the use of observational systems to collect weekly child progress data is recommended. Continuing with the example, progress toward Jesse's selected social goal and objectives can be monitored by conducting daily observations at his center-based program and weekly observations at home.

The interventionist can frequently conduct these brief observations by watching Jesse during daily activities, noting his response, and prompting a response if necessary. These data can be plotted on a graph (as shown in Figure 9). Using this or a similar procedure can alert parents and interventionists to when Jesse has met the established criteria for a particular goal/objective. Once the criterion is met, training should begin on the next goal/objective. If, according to specified decision rules,

INTERVENTION PLAN		
Child: <u>Jesse</u> Team members/Interventionist: <u>Ms. Husesta</u> Date initiated: <u>9/02</u> Expected date of completion: <u>12/02</u> Type of setting: <input checked="" type="checkbox"/> Group <input type="checkbox"/> Individual <input type="checkbox"/> Home		
SOCIAL AREA Target Goal and Objectives		
<p>AEPS Test: Social Area Strand A, Goal 2</p> <p>Initiates cooperative activity using verbal or nonverbal strategies once a day for 2 weeks. For example, Jesse may say, "It's time to clean up" to a group of friends, assign jobs to be done, and encourage peers to carry them out.</p> <p>AEPS Test: Objective 2.1</p> <p>Joins others in cooperative activity using verbal or nonverbal strategies such as requesting items, sitting and watching, and giving objects to peers twice a day for 2 weeks. For example, Jesse approaches group of friends building a sand castle, sits next to them for awhile, then begins to help friend who is digging a tunnel to the castle.</p> <p>AEPS Test: Objective 2.2</p> <p>Maintains cooperative participation with others (i.e., maintains job, role, or identity that supplements another's job, role, or identity during a cooperative activity) six times a week for 2 weeks. For example, Jesse's friend may say "You hold these," and Jesse holds two blocks together while his friend puts a third block on top to build a house.</p>		
Intervention Strategies and Teaching Considerations		
<p>List of strategies that will be used to provide an opportunity for Jesse to practice the targeted goals and objectives</p> <ul style="list-style-type: none"> · Set up activities that require more than one child and the sharing of materials · Model cooperative play by drawing attention to when other children join or initiate · Read stories about children playing together and sharing toys · Encourage Jesse to join or stay in cooperative activities · Ask Jesse to select a friend and an area in which to play · Assign roles or tasks to Jesse and a partner during clean-up 	<p>List of possible child behaviors: targeted and expected (+) or nontargeted and unexpected (-)</p> <ul style="list-style-type: none"> · Initiate (verbally or nonverbally) (+) · Join (verbally or nonverbally) (+) · Maintain (verbally or nonverbally) (+) · Ignore request or model (-) · Grab toys (-) · Walk away when peer extends invitation to play (-) 	<p>Consequences or what will be done following Jesse's targeted behaviors (+) or nontargeted behaviors(-)</p> <ul style="list-style-type: none"> · Comment on how well children are working on playing together (+) · Smile or praise Jesse (+) · Continue modeling (-) · Make request again or encourage again (-) · Remind Jesse how to initiate/join/maintain cooperative play (-)

Figure 7. Intervention plan for Jesse's priority social goal and associated objectives.

Figure 7. (continued)

Curricular Modifications			
1. Start with small group activities (i.e., fewer than four children) 2. Select activities and materials of high interest to Jesse			
Child Progress Procedures			
Who	Where	When	How
<ul style="list-style-type: none"> · Ms. Husesta · Family 	<ul style="list-style-type: none"> · Snack · Circle · Free play · Home 	<ul style="list-style-type: none"> · Once a day at home · Twice a day in three different activities 	<ul style="list-style-type: none"> · Family will keep notes on how Jesse plays with brother · Classroom staff will record number of verbal responses
Decision Rule			
If adequate progress does not occur in <u>3 weeks</u> (specify time frame), then the team will: <input checked="" type="checkbox"/> modify intervention strategies <input type="checkbox"/> modify curricular content (i.e., targeted goals, objectives) <input type="checkbox"/> other (describe) _____ _____ _____			

progress is nonexistent, slow, or variable, then some form of intervention change is likely to be in order.

Re-administration of the AEPS Test and Family Report at 3- to 4-month intervals can provide an important record of Jesse’s progress toward his selected IEP goals and overall changes in development. Results for quarterly evaluations can be displayed on a graph as shown in Figure 10.

SUMMARY

The linked system approach to early intervention exemplifies the need to directly relate the processes of assessment, goal development, intervention, and evaluation. Employing such systems allows for efficiency of effort and use of resources, accountability in terms of program impact over time, and individualization through the design of programs specific to the needs of children and their families. Fundamental to the operation of such a system is an assessment/evaluation tool that yields the information necessary to devise appropriate goals, intervention plans, and permits ongoing evaluation. The content, organization, and scoring for the AEPS Test are described in Chapter 3.

Interaction with Others

GOAL 2 Initiates cooperative activity

Objective 2.1 Joins others in cooperative activity

Objective 2.2 Maintains cooperative participation with others

Objective 2.3 Shares or exchanges objects

CONCURRENT GOALS

GM B:2 Bounces, catches, kicks, and throws ball

Cog F Play (all goals)

SC A Social-communicative interactions (all goals)

SC B Production of words, phrases, and sentences (all goals)

Soc B Participation (all goals)

DAILY ROUTINES

Routine events that provide opportunities for children to initiate cooperative activities include the following:

- Circle time
- Snack time
- Unstructured playtime (indoors and outdoors)

Figure 8. Page from the AEPS Curriculum for Three to Six Years, Social Area, Strand A, Goal 2.

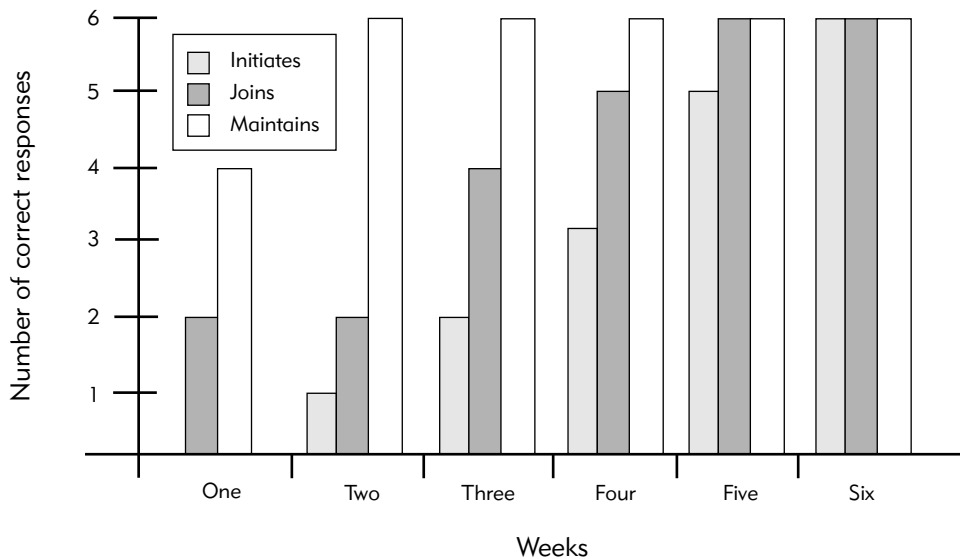


Figure 9. Number of correct responses noted for Jesse’s targeted social goal (Initiates cooperative activity) and associated objectives (Joins others in cooperative activity and Maintains cooperative participation with others) during weekly observations.

Summary of AEPS Results

Child's Name: Jesse

Test Period 1 = 9/02-10/02
Date: Test Period 2 = 10/02-12/02

For each area, plot the percent correct for each test period (1-4) to determine if the child's performance is improving over time.

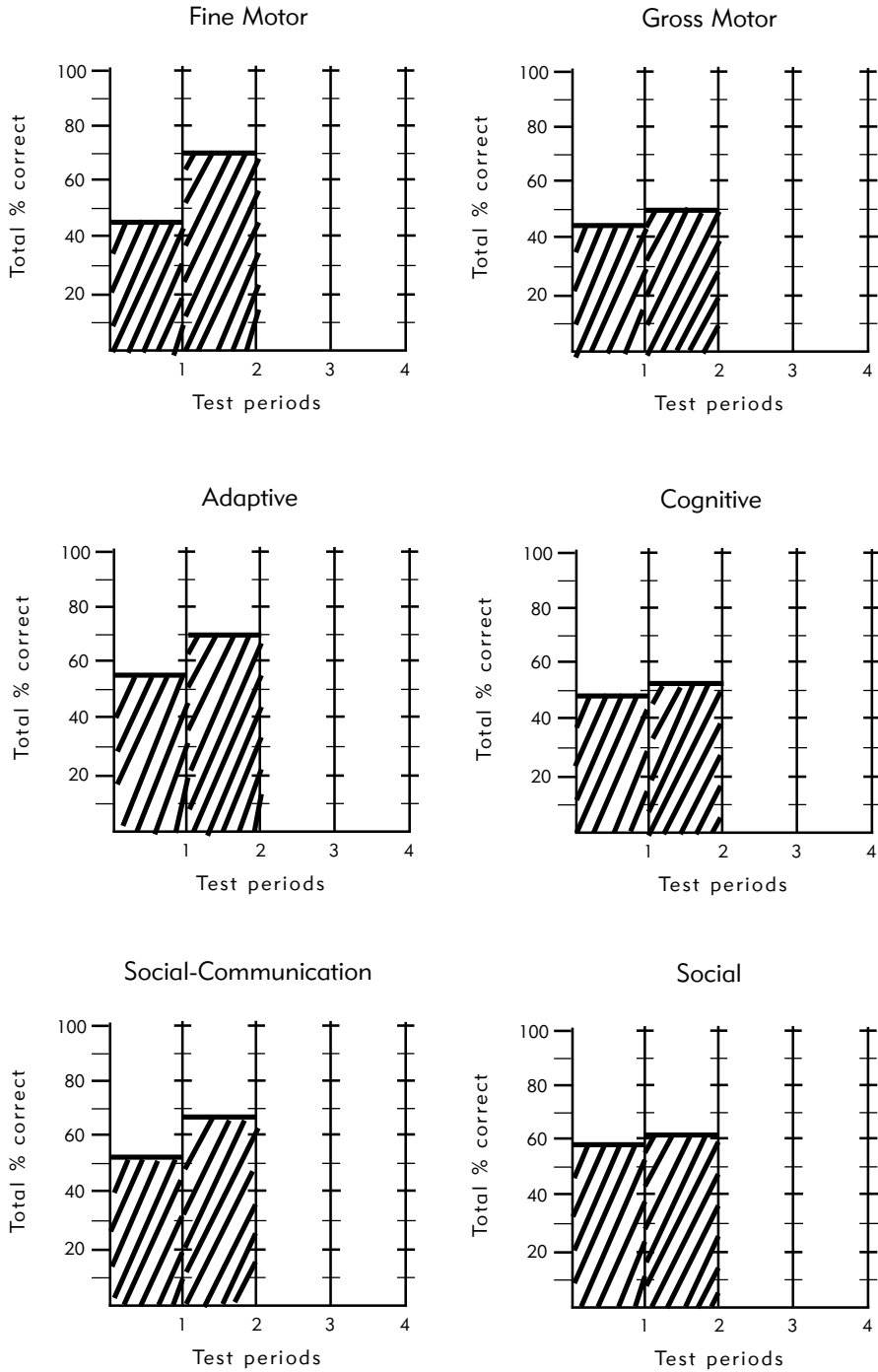


Figure 10. AEPS Test summary graph for Jesse for two test periods.