

Introduction to Assessment of Developmental Disabilities

Dr. Penny Tok

Contents for today

- Introduction to this course
- Assessments
- Discussion
- Definition 'disability'
- Why and how we assess



Satellite

Traffic



United States

Mexico

A little about me...

- www.autismsupportsite.wordpress.com
- Facebook:
<https://www.facebook.com/AutismResearchSingapore>
- Email: penny.tok@mail.muni.cz
- Room: 2.53 but meetings **by appointment only**

My current research projects

- Brno, Czech Republic
 - Inner speech use in Autism: Influence on False Belief Understanding

Just completed in Singapore:

- The link between religious behaviour, theory of mind (ToM) and autism.

Assessment Guide & Criteria

Assignment type	Marks	% of total course marks
ONE (1) in-class tests (short answer questions)	20 marks	20%
ONE (1) autism experience participation	30 marks	30%
ONE (1) 1,000 word report based on autism experience	30 marks	30%
ONE (1) 1,000 word essay	20 marks	20%

Essay 1,000 words

1. REFERENCING – APA style (in-text and bibliography)
2. PLAGIARISM <http://plagiarism.org/>
3. LATE SUBMISSION

Autism experience



In this course...

Theory + practice

WHAT IS A DISABILITY?

WHAT IS A DEVELOPMENTAL DISABILITY?

Developmental disability is a term that refers to a **permanent** cognitive and/or physical impairment that usually occurs in the early years of life but can occur anytime before the age of 18 years.



Functional limitations in at least
3 of the following:

SELF-CARE

RECEPTIVE AND EXPRESSIVE LANGUAGE

LEARNING

MOBILITY

SELF-DIRECTION

CAPACITY FOR INDEPENDENT LIVING

ECONOMIC SELF-SUFFICIENCY

Causes of disability

BEFORE, DURING OR AFTER BIRTH.

BEFORE: genetic problems, poor prenatal care, or exposure of the fetus to teratogens- toxins including drugs and alcohol.

DURING BIRTH: such as restricted oxygen supply to the infant, or accidents after birth can also cause traumatic brain injury resulting in developmental disabilities.

AFTER BIRTH: malnutrition and social deprivation.

DSM – IV Disorders usually first diagnosed in infancy, childhood or adolescence

Mental retardation (coded on axis II)

Learning disorders

Motor skills disorder

Communication disorders

Pervasive developmental disorders

Attention-deficit and disruptive behavior disorders

Feeding and eating disorders of infancy or early childhood

Tic disorders

Elimination disorders

IS THERE A CURE FOR DEVELOPMENTAL DISABILITIES?

HOW DO WE KNOW IF A CHILD HAS A DEVELOPMENTAL
DISABILITY?

Your many roles...



Scherzer, A. L., Chhagan, M., Kauchali, S., & Susser, E. (2012). Global perspective on early diagnosis and intervention for children with developmental delays and disabilities. *Developmental medicine and child neurology*, 1–6.
doi:10.1111/j.1469-8749.2012.04348.x

5 POINTS RAISED:

- A. BROAD UNDERSTANDING AND AWARENESS OF TRANS-CULTURAL CHILD DEVELOPMENT- THINK DEVELOPMENTALLY, REFER EARLY**
- B. HEALTH CARE AS ON-GOING DEVELOPMENT- NOT RESTRICTED TO MORBIDITY AND MORTALITY**
- C. NEED FOR SIMPLE, CULTURALLY RELEVANT SURVEILLANCE SYSTEMS**
- D. IMPROVE EDUCATION AND TRAINING**
- E. BROAD COMMUNITY PLANNING AND INVOLVEMENT**

WHY we assess

SCREENING

INSTRUCTIONAL

DIAGNOSTIC

PROGRAMME EVALUATION/ ACCOUNTABILITY

Sources of information

PARENTS

SCHOOL

ASSESSMENTS



HOW TO assess

A. STANDARDISED ASSESSMENTS

B. NORM-REFERENCED ASSESSMENTS

C. CURRICULUM-REFERENCED ASSESSMENTS

D. READINESS ASSESSMENTS

How to assess?

* STANDARDISED ASSESSMENT:
NORM *OR* CRITERION REFERENCED

- SINGAPORE- PSLE, GCE 'O' AND 'A'
LEVELS

- NZ: NATIONAL CERTIFICATE OF
EDUCATIONAL ACHIEVEMENT
(NCEA)



Standardised assessment

Predetermined set of assessment items that represent “standards” of knowledge and/or skills.

Items are presented to all children in the same sequence, using the same administration procedures and materials.



HOW TO ASSESS?

NORM- REFERENCED ASSESSMENT:

Compares a child's scores to the scores of a group of same-age peers (norm group).

Only meaningful if the norm group includes children who share the same language, culture, and/or disabilities of those being assessed.

HOW TO ASSESS?

CRITERION REFERENCED

Measures a child's performance against a pre-determined set of criteria, generally developmentally sequenced or task analysed skills.

Yields performance profiles and numerical scores that reflect the number of skills mastered. (may be standardised)



HOW TO ASSESS? CURRICULUM- REFERENCED



Criterion-referenced instruments that are packaged with an aligned set of curriculum goals. Serves to place children in a curriculum sequence and the same items are used to monitor progress towards learning objectives.

Important concepts

RELIABILITY: ACCURACY AND STABILITY OF THE ASSESSMENT SCORES.

VALIDITY: AN INDICATION OF HOW CLOSELY THE ASSESSMENT MEASURES WHAT IT IS INTENDED TO MEASURE.

TECHNICAL ADEQUACY: DESCRIBES THE DEGREE OF DEMONSTRATED RELIABILITY AND VALIDITY OF THE TEST. THIS INFORMATION IS OFTEN INCLUDED IN THE ASSESSMENT GUIDE.



Essential readings

Statement, E. C. (2012). Prevention of communication disorders – screening pre-school and school-aged children for problems with hearing, vision and speech: European Consensus statement. *SO LY L SO*, *18(4)*, 17–21.

Naglieri, J. A. (2003). Current advances in assessment and intervention for children with learning disabilities, *16(03)*, 163–190.

Scherzer, A. L., Chhagan, M., Kauchali, S., & Susser, E. (2012). Global perspective on early diagnosis and intervention for children with developmental delays and disabilities. *Developmental medicine and child neurology*, 1–6.

Now...

Create a list of places where a parent might seek help for their child in Brno

How much does it cost?

How long does it take?

Do they see a team of people? I.e. paediatrician, psychologist and speech therapist?

What are the various organisations here to support people with developmental disabilities? List as many as you can.

Watch: <https://www.youtube.com/watch?v=KrUNBfyjIBk>

Homework – 1 (for next week)

Summarise and present your findings for:

1. Screening procedures in the Czech republic: benefits and potential problems
2. If a problem is identified- what happens next?
3. Government support for disabilities: 0 – 18 years
4. Summarise the cultural issues in the Czech Republic : access to services, testing procedures, cultural views on disabilities

Homework – 2 (for next week)

Submit a proposal for the autism experience-

Age groups

Goals – theme

Student to children ratio

Length of time

Activity

Contingency plans

Materials required

Homework – 3 for 11/3/2013

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- **Two slides maximum**
- **Video clips allowed**
- **5 minutes total**