

EI/ECSE Standard 4
Component 4.1
Overview & Speaker Notes

Intended Audience:

Overview for Facilitators:

ECPC has developed an anchor presentation for each of the Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE). The components under each standard are presented separately. The materials are designed for an in-service professional development (PD) program but can be used in a pre-service teacher preparation course. This resource will increase professionals' ability to address each of the EI/ECSE standard and components. Additional materials for each standard can be found on the ECPC Website: [Curriculum Module | The Early Childhood Personnel Center \(ecpcta.org\)](https://www.ecpcta.org)

Speaker Notes

The speaker notes provide a narrative and activities for each slide. You will see speaker notes for most of the slides within the slide deck. The notes provide additional details about the information on a particular slide, including the context for the information and key points. The notes are a guide, and speakers should feel free to modify these as needed. Please note the following:

- The narrative is a sample script for the presenter. Although you may read it verbatim, speaker notes are intended as a guide for the presenter, and you may modify them as needed.

Materials Required for face to face

1. Share the outline with timelines for the training (build in breaks)
2. Conduct an opening activity (introductions/ice breaker)
3. Computers or tablets with internet access for participants (if possible)
4. Handouts
5. Projector with audio capable for playing video with speakers
6. Presentation slides with speaker notes
7. Develop an evaluation tool for all attendees (e.g., continuous improvement activity)

Materials Required for virtual

1. Distribute the link to the online platform in advance
2. Share the outline with timelines for the training (build in breaks)
3. Conduct an opening activity (introductions/ice breaker)
4. Determine how participants will receive handouts and materials, on the cloud, using a storage platform (e.g., dropbox, google, etc.)
5. Platform to share presentation (e.g., zoom, teams, etc.) with polling questions prepared in advance and breakout room capability
6. Upload or send handouts in advance or through platform (insert through chat)
7. Download videos ahead of time to prepare for low bandwidth from slide deck

8. Share screen capability (be sure to enable sound for videos)
9. Develop an evaluation tool for all attendees (e.g., continuous improvement activity)

Objectives for Standard 4, Component 4.1:





After participating in this professional learning opportunity, participants will be able to:




- Describe the legal basis for assessment in Part C and Part B (619).
- Describe ethical principles to guide the assessment process in Part C /Part B (619).
- List the purpose and examples of formal assessment tools used in EI/ECSE.
- List the purpose and examples of informal assessment tools used in EI/ECSE.
- Identify assessment principles and strategies to use when assessing children who are culturally and linguistically diverse.
- Describe how to ensure the assessment process is responsive to the characteristics of the young child, family, and program.

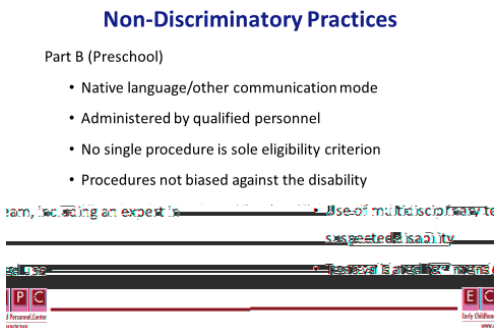

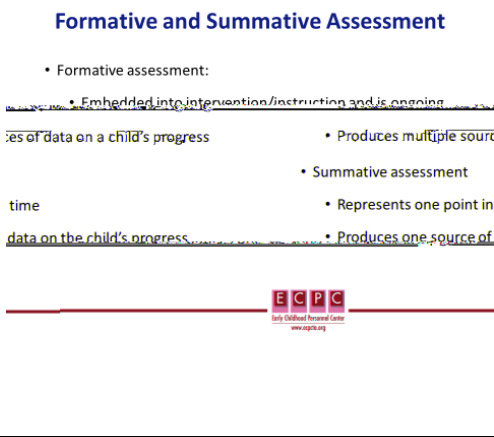
Outline of Session Activities

Topic	Slides	Activity
Introduction/Objectives	1-5	
Legal Basis for Assessment in Part B/619 and Part C of IDEA	6	
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Speaker Notes with Slides

<p>Slide 1</p>	<p style="text-align: center;">Assessment Processes</p> <p style="text-align: center;">Initial Practice-Based Professional Preparation Standards Early Interventionists/Early Childhood Special Educators</p> <p style="text-align: center;">4.1</p> <hr/> 	
<p>Slide 2</p>	<p style="text-align: center;">Standard 4</p> <p>Candidates know and understand the purposes of assessment in relation to ethical and legal considerations. Candidates choose developmentally, linguistically, and culturally appropriate tools and methods that are responsive to the characteristics of the young child, family, and program. Using evidence-based practices, candidates develop or select as well as administer informal measures, and select and administer formal measures in partnership with families and other professionals. They analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals for eligibility determination, outcome/goal development, planning instruction and intervention, monitoring progress, and reporting.</p> <hr/> 	
<p>Slide 3</p>	<p style="text-align: center;">Component: 4.1</p> <ul style="list-style-type: none"> • Candidates understand the purposes of formal and informal assessment and use this information to choose developmentally, culturally, and linguistically appropriate, valid, reliable tools and methods for use with the young child, family, and program. <hr/> 	
<p>Slide 4</p>	<p style="text-align: center;">Objectives</p> <ul style="list-style-type: none"> • Describe the legal basis for assessment in Part C and Part B(619). • Describe ethical principles to guide the assessment process in Part C /Part B (619). • List the purpose and examples of formal assessment tools used in EI/ECSE. • List the purpose and examples of informal assessment tools used in EI/ECSE. • Describe how to ensure the assessment process is responsive to the characteristics of the young child, family, and program. <hr/> 	

<p>Slide 5</p>	<p style="text-align: center;">Definitions</p> <ul style="list-style-type: none"> • Assessment: Gathering quantitative and qualitative information for purposes of educational decision-making • Standardized Test: Reliability established by obtaining an average score of a significantly large <u>number of individuals as a standard of comparison</u> <hr/> 	<p>Here is a definition of assessment Assessment: Gathering quantitative and qualitative information for purposes of educational decision-making Test: A systematic procedure for quantitatively measuring a representative sample of a person’s behavior</p> <p>We want to distinguish between testing and assessment:</p> <ol style="list-style-type: none"> 1. related but not identical 2. testing is quantitative; assessment is quantitative and qualitative 3. assessment includes all areas of development & attempts to identify interrelationships among them; testing does not 4. assessment is prescriptive as well as descriptive -- leads to a focus on intervention - the development of educational plans (IEPs, IFSPs)
<p>Slide 6</p>	<p style="text-align: center;">Legal Basis for Assessment in Part B/619 and Part C of IDEA</p> <ul style="list-style-type: none"> • 1975 – PL 94-152: Education of All Handicapped Children Act • 1986 – PL 99-457: Mandated FAPE for 35 (Part B/619), incentives for serving infants and toddlers (Part H) • 1990 – PL 102-119 Reauthorized and extended Part H and amended Part B/619 • 1997 – PL 105-17/IDEA '97 reauthorized IDEA, changed Part H to Part C and strengthened expectations <hr/> 	<p>The reauthorization of IDEA in 1997 increased expectations for children with disabilities by ensuring access to the general curriculum in schools and strengthened role of parents in the education of their children. These changes also supported increased levels of accountability by states for service provision to young children with disabilities and their families. These changes led to specific legislative expectations about how assessment would be conducted with young children and their families.</p>
<p>Slide 7</p>	<p style="text-align: center;">Non-Discriminatory Practices</p> <ul style="list-style-type: none"> • Part C (under 3 years) <ul style="list-style-type: none"> • Native language/other communication mode • Administered by qualified personnel • No single procedure is sole eligibility criterion • Procedures not racially or culturally biased <hr/> 	<p>Because of these legislative changes, it is important to be prepared to conduct assessment in a manner that conforms with IDEA under Part C legislation.</p> <p>You may need to arrange for interpreters or other communication technology. You will need to be aware of how the assessment procedures may or may not be culturally acceptable.</p>

		<p><i>(Facilitator may want to ask group about examples of assessment items that may not be culturally acceptable/relevant for a given family)</i></p>
<p>Slide 8</p>	<p style="text-align: center;">Non-Discriminatory Practices</p> <p>Part B (Preschool)</p> <ul style="list-style-type: none"> • Native language/other communication mode • Administered by qualified personnel • No single procedure is sole eligibility criterion • Procedures not biased against the disability 	<p>These considerations are equally important when planning for a Part B evaluation</p> <p><i>(Facilitator may want to ask group for an example of how assessment procedures may be biased against the disability)</i></p>
<p>Slide 9</p>	<p style="text-align: center;">Types and Purposes of Assessment</p> <p style="text-align: center;">In EI/ECSE Practice</p> 	
<p>Slide 10</p>	<p style="text-align: center;">Formative and Summative Assessment</p> <ul style="list-style-type: none"> • Formative assessment: <ul style="list-style-type: none"> • Embedded into intervention/instruction and is ongoing • Produces multiple sources of data on a child's progress • Summative assessment <ul style="list-style-type: none"> • Represents one point in time • Produces one source of data on the child's progress 	<p>Assessment data comes from a variety of sources and serve two main functions: to use summative data to get a one-time measurement of a child's performance – or the performance of a program - at the end of a specified period of time, which we call summative assessment.</p> <p>We need formative assessment to provide data about a child's progress - from multiple sources - to inform short-term intervention goals and objectives.</p>

Purposes of Assessment

- Screening
- Diagnosis / Eligibility
- Program Planning
- Monitoring Progress
- Program Evaluation/Accountability



II. Purposes / Functions of Assessment

A. Screening – “casting a wide net”

For example, Child Find, routine developmental monitoring, Ages and Stages Questionnaires, Autism screening (MCAT), TABS.

Used to determine need for further assessment

Brief, economical

B. Diagnosis / Eligibility

To determine the presence of a disabling condition; possibly a diagnosis (CP, syndrome, sensory impairment)

To establish eligibility for EI services – which varies by state.

C. Program Planning:



1. Identification of special services
2. service delivery format & location of services
3. Identification of goals and objectives





D. Monitoring a child’s progress

1. Ongoing information collected to document a child’s progress - progress toward objectives
2. Need for modifications in intervention strategies, objectives
3. Measure impact of intervention when compared across children.

E. Accountability: Measuring program outcomes informed by state and professional standards




Evaluating programs as a whole to determine their effectiveness over time for children with disabilities and or delays and their families.






		<p>This is done at all levels – individual programs, regional agencies, and at the state level, where outcome data is collected and analyzed to determine how well the state is doing as a whole to serve children and families.</p>
<p>Slide 12</p>	<p>Purposes of Assessment: Screening</p> <ul style="list-style-type: none"> • To identify/refer young children needing more comprehensive evaluation • Most often a questionnaire/checklist e.g., Ages and Stages Questionnaires • Developmental, autism and sensory screening often done at well-child visits <hr/> 	
<p>Slide 13</p>	<p>Screening assessment, continued</p> <ul style="list-style-type: none"> • Child Find <ul style="list-style-type: none"> • Mandated – requires states to develop programs for identifying children with delays/disabilities • Child Find built into health, educational, and community systems and function as a hub for referral to EI • Learn the Signs, Act Early – a CDC resource <hr/> 	<p>https://www.cdc.gov/ncbddd/actearly/index.html</p> <p>Developmental screening is also required in many states through Title II grant initiatives.</p> <p>Created in 1974, CAPTA has provided funding to keep children safe and strengthen families through several initiatives. The federal law provides grants to states to support the prevention, assessment, investigation, prosecution, and treatment of child abuse and neglect, such as the primary prevention strategies at the heart of Title II (Community-Based Child Abuse Prevention [CBCAP] grants) to the identification and treatment of abuse and neglect in Title I (state grants). Developmental screenings for every child in the child welfare system is required in states using Title II money.</p>




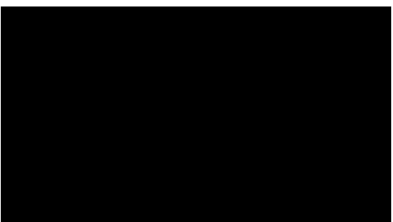

<p>Slide 14</p>	<p style="text-align: center;">Activity</p> <ul style="list-style-type: none"> • What kind of screening tools have you used in your work? • How have you shared the results of screening assessments with families? • Discuss the process of referring children and families for evaluation and identify any barriers you have encountered <p style="text-align: center;"> Early Childhood Program Improvement Center www.ecpic.org</p>	
<p>Slide 15</p>	<p style="text-align: center;">Evaluation: Types of Assessment Measures</p> <ul style="list-style-type: none"> • Norm-referenced • Criterion / Curriculum Referenced • Judgment-Based • Informal • Ecological Measures • Play-Based Measures <p style="text-align: center;"> Early Childhood Program Improvement Center www.ecpic.org</p>	
<p>Slide 16</p>	<p style="text-align: center;">Norm-Referenced Measures</p> <ul style="list-style-type: none"> • Compare individual performance to that of a representative group • A summative test: one-time "snapshot" • Produce standard scores – e.g., DAEYC-2 • To be norm-referenced, norms must be developed specifically for the measure <p style="text-align: center;"> Early Childhood Program Improvement Center www.ecpic.org</p>	<p>As a rule, Eligibility tools are norm-referenced, although some states used criterion-referenced tools that may or may not be normed, as we will talk about in a minute</p>
<p>Slide 17</p>	<p style="text-align: center;">Uses of Norm-Referenced Measures</p> <ul style="list-style-type: none"> • Screening • Eligibility • Diagnosis <p style="text-align: center;"> Early Childhood Program Improvement Center www.ecpic.org</p>	


<p>Slide 18</p>	<p style="text-align: center;">Limitations of Norm-Referenced Measures</p> <p>Does not facilitate a representative performance: strange situations, environment, tasks, evaluators, etc.</p> <p>Does not measure individual differences</p> <p>Does not measure developmental level</p> <p>Does not measure functional skills</p> <p>Does not measure individual differences</p> <p>Does not measure developmental level</p> <p>Does not measure functional skills</p> <p style="text-align: center;">E C P C Early Childhood Program Center www.ecpc.org</p>	
<p>Slide 19</p>	<p style="text-align: center;">Criterion/Curriculum - Referenced Measures</p> <ul style="list-style-type: none"> • Based on a specific set of skill objectives • Performance compared to developmentally-sequenced standard of mastery • May generate age-equivalent scores • Provide formative information <p style="text-align: center;">E C P C Early Childhood Program Center www.ecpc.org</p>	<p>These assessments are useful as a means to identify children’s strengths and challenges in the context of typical curricular objectives – and are often connected to a specific curriculum.</p> <p>These tools focus on critical skill mastery within domains. Some have accompanying curriculum.</p> <p>Examples: the HELP strands, DOCS.</p>
<p>Slide 20</p>	<p style="text-align: center;">Uses of Criterion/Curriculum - Referenced Measures</p> <ul style="list-style-type: none"> • Program Planning • Monitoring Progress • Eligibility <p style="text-align: center;">E C P C Early Childhood Program Center www.ecpc.org</p>	
<p>Slide 21</p>	<p style="text-align: center;">Limitations of Criterion/Curriculum – Referenced Measures</p> <ul style="list-style-type: none"> • Sequences may not be relevant to all populations • May not show interrelatedness of areas of development • Do not provide a summative “snapshot” from one point in time to another <p style="text-align: center;">E C P C Early Childhood Program Center www.ecpc.org</p>	<p>Are not as useful for long-term goals over time, or to capture trends in the overall rate of a child’s development</p>

<p>Slide 22</p>	<p style="text-align: center;">Discuss</p> <ul style="list-style-type: none"> • What are examples of Criterion/Curriculum-Based Assessment results observed in your classroom? <p>What is the purpose of the assessment? • What was the results of the assessment used in your classroom? • How were the results of the assessment used in your classroom? • How were the results of the assessment used in your classroom?</p> <p style="text-align: center;">E C P C Early Childhood Program Center www.ecpc.org</p>	
<p>Slide 23</p>	<p style="text-align: center;">Judgment-Based</p> <ul style="list-style-type: none"> • Family and professional perceptions of child status and progress • Employ rating scales, checklists, structured interviews • Often used for screening purposes <p style="text-align: center;">E C P C Early Childhood Program Center www.ecpc.org</p>	
<p>Slide 24</p>	<p style="text-align: center;">Uses of Judgment-Based Measures</p> <ul style="list-style-type: none"> • Supplements norm- and criterion-referenced measures • Eligibility, especially for under 3 years “informed clinical opinion” • Program planning • Monitoring progress <p style="text-align: center;">E C P C Early Childhood Program Center www.ecpc.org</p>	<p>Often, judgement-based measures are needed to present a full picture of the needs of young children, particularly those under the age of three, since many conventional methods measures are inappropriate due to a lack of universal design features, non-representative norm samples and absence of disability-specific field validation.</p> <p>When other instruments are not appropriate, informed clinical opinion can be used by qualified personnel using judgement-based assessment tools. https://ectacenter.org/~pdfs/pubs/nnotes10.pdf</p> <p>Informed clinical opinion is loosely defined as follows:</p> <p>Integration of the results of evaluations and direct observations in various settings, professional judgment based on experience and expertise, and family input to make recommendations for initial and continuing</p>

		<p>eligibility for EI/ECSE services and to plan services for those children whose developmental status and EI/ECSE needs may be difficult to assess with formal measures.</p> <p>Infants and toddlers can be eligible for services based on “informed clinical opinion”, a federally sanctioned alternative to eligibility. Different states interpret the use of informed clinical opinion in different ways</p>
<p>Slide 25</p>	<p style="text-align: center;">Limitations of Judgment-Based</p> <p>More subjective</p> <ul style="list-style-type: none"> • Scale levels mean different things to different people • Scope of judgment (today vs. last 6 mos.) • Clarity of item • Judgment influenced by recent events • Not easy to demonstrate validity/reliability <p style="text-align: center;"> Early Childhood Program Center www.ecpic.org</p>	
<p>Slide 26</p>	<p style="text-align: center;">Ecological Measures</p> <ul style="list-style-type: none"> • Characterizes the social and physical qualities of the child’s environment • Transactional view: important to understand access to social interaction and inclusion across contexts • Can be standardized - e.g. the CLASS assessment <p style="text-align: center;"> Early Childhood Program Center www.ecpic.org</p>	<p>Ecological measures [like the Classroom Assessment Scoring System (CLASS), the Infant-Toddler Environment Rating Scale (ITERS) and the Early Childhood Environmental Rating Scale (ECERS)] capture information about how a child’s environment supports or constrains social engagement and interaction. These assessment tools are important to inform the need to understand how a child is gaining access to his or her social world, and how that child is included in daily learning experiences.</p>
<p>Slide 27</p>	<p style="text-align: center;">Uses of Ecological Measures</p> <ul style="list-style-type: none"> • Program planning <ul style="list-style-type: none"> • Identifies dimensions to improve interactions • Monitoring progress of the child’s social engagement as changes are made • Program evaluation (pre/post) <p style="text-align: center;"> Early Childhood Program Center www.ecpic.org</p>	<p>Assessing, planning for, and designing or creating learning environments, inclusive of space, materials, time, and interactions.</p>

<p>Slide 28</p>	<p style="text-align: center;">Limitations of Ecological Measures</p> <ul style="list-style-type: none"> • May require special skills • May require a non-participant observer • Same limitations as other types of measures <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p>	<p>Many of these tools require certification, such as the CLASS, ITERS, ECERS</p>
<p>Slide 29</p>	<p style="text-align: center;">Play-Based Measures</p> <ul style="list-style-type: none"> • Use play as an overarching framework for observing children's developmental capacities • Support a holistic view of the child's typical behavior in the context of a natural setting • Include opportunities to observe interactions with parents, caregivers, peers • Judgment-based, often criterion-referenced, and may include elements of ecological assessment <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p>	<p>The Transdisciplinary Play-Based Assessment sets the standard for this kind of authentic assessment -</p>
<p>Slide 30</p>	<p style="text-align: center;">Informal Measures</p> <ul style="list-style-type: none"> • Individualized checklists or rating scales designed to collect data • Teacher/provider-made • Informal observation/anecdotal data • Unstructured interviews with family, early care providers, others • Collection of individual artifacts/portfolios for the purpose of <p style="text-align: center;">  Early Childhood Program Center www.ecpc.org</p>	<p><i>Examples of informal individualized data collection tools:</i> Forms used to help teachers and families collect data about targeted behaviors, including</p> <ul style="list-style-type: none"> • Time-sampling • Frequency/duration • Interval • Behavior probes
<p>Slide 31</p>	<p style="text-align: center;">Convergent Assessment</p> <p>A synthesis of information from multiple settings, measures, persons, domains, and occasions</p> <ul style="list-style-type: none"> • to produce a valid appraisal of developmental status • to accomplish the related assessment purposes <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p>	<p>The use of convergent assessment is critical to achieving a fully representational picture of the child's strengths and needs</p>

<p>Slide 32</p>	<p style="text-align: center;">Choosing Assessments: LINK Criteria for EI Assessments</p> <ul style="list-style-type: none"> • Authenticity: Does the assessment focus on actual child behavior in real settings? • Convergence: Does it rely on more than one source of information: Does it involved cooperation and sharing, with parents? • Collaboration: Does it involve cooperation and sharing, especially with parents? <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p>	<p>(Bagnato, et al., 1997)</p> <p>Many, if not most standardized assessments have not been adequately normed and field-tested with populations of young children with disabilities. The following criteria have been developed for EI/ECSE practitioners to use to make sure that assessment procedures meet the unique needs of young children with disabilities/delays and their families:</p>
<p>Slide 33</p>	<p style="text-align: center;">LINK Criteria for EI Assessments, continued</p> <ul style="list-style-type: none"> • Equity: Does it accommodate special sensory, motor, cultural, or other needs rather than penalize children who have such needs? • Sensitivity: Does it include sufficient items for planning lessons and detecting changes? • Congruence: Was it developed and field-tested with children similar to those being assessed? <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p>	
<p>Slide 34</p>	<p style="text-align: center;">Activity</p> <p>Watch the “Play-Based Assessment” video below, before discussing the following questions;</p> <ul style="list-style-type: none"> • What do you think might be the purpose(s) of this assessment? • What types of assessment did you see used here? • Using the LINK Criteria, did this assessment process include all of the criteria? • What do you think were the strengths of this assessment? • What do you think were the weaknesses of this assessment process, and how could it be improved? <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p>	<p>Facilitator lets the group know that the maker of this video describes the purpose of the video to illustrate play-based assessment – but does not necessarily include all the elements of a play-based assessment. The group is asked to watch the video and answer the listed questions.</p>
<p>Slide 35</p>	<p style="text-align: center;">Activity</p> <div style="text-align: center;">  </div> <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p>	<p>Facilitator notes: Encourage discussion about positives – collaborative across disciplines, included parent as partner, offered a chance for the child to engage in and select a variety of toys, multiple/convergent forms of assessment were used. Likely that assessments were formal assessments that have been field-tested for reliability and validity – we do not know if they have been normed with children with disabilities, or how sensitive the measures are for children of this age with disabilities. The fact that</p>

		<p>there is a play-based context supports sensitivity and authenticity in that he is spontaneously engaging with a variety of materials, rather than being prompted for every item. Some challenges are evident as far as authenticity because we don't see how this child interacts with his peers, or how he is included across settings in his classroom environment. We need this kind of data to create an intentional plan for how best to embed intervention/instruction in a way that works in the context of school routines.</p>
<p>Slide 36</p>	<p>Planning Assessment With Linguistically Diverse Families – Asking the Right Questions</p> <ul style="list-style-type: none"> • How long has the child been communicating in/exposed to home language? • Are difficulties present in both languages? • Are there concerns in multiple settings? • Will assessment be conducted in both languages? By whom? <hr/> 	<p>Intentional planning for assessment of children of linguistically diverse family is essential.</p> <p>When young children are learning more than one language, there is often a period at the beginning of being exposed to the second language where a child is relatively quiet in both languages (silent period).</p> <p>Whether a child has a disability or not, it will be important to determine whether the delay is across both languages, or only present in the context/setting of the second language.</p> <p>Given that assessment should always include information from families, other caregivers, ECE staff, as well as standardized assessment tools – it is critical to understand what languages will be used to assess the child. When children are learning to use 2 languages, it will be important to assess whether or not the child demonstrates delays in both languages across multiple settings.</p> <p>Important to secure interpreter if needed</p>

<p>Slide 37</p>	<p>Dual Language Learners and Disability</p> <ul style="list-style-type: none"> • DLLs with disabilities tend to perform as well if not better on various measures of language and cognitive development than do their peers with disabilities who speak a single language • Can learn a new or second language successfully • Iris Center: Evaluating Dual Language Learners 	<p>(Cheatham, Santos, and Kerkutluoglu, 2012) https://iris.peabody.vanderbilt.edu/interview/evaluating-dual-language-learners/#content</p>
<p>Slide 38</p>	<p>References and Resources</p> <ul style="list-style-type: none"> • Acar, S., & Blasco, P.M. (2018). Guidelines for Collaborating With Interpreters in Early Intervention/Early Childhood Special Education. <i>Young Exceptional Children</i>, (21)3, 170-184 • Bagnato, S.J; Neisworth, J.T., Pretti-Frontczak, K. (2010) <i>LINKing Authentic Assessment and Early Childhood Intervention: Best Measures for Best Practices, 2nd Ed.</i> 	<p>https://journals.sagepub.com/doi/10.1177/1096250616674516</p> <p>Bagnato, Stephen & Pretti-Frontczak, (2010). Bagnato, S.J. & Pretti-Frontczak, K (2010). <i>LINKing Authentic Assessment and Early Childhood Intervention: Best Measures for Best Practices</i>. Baltimore, MD: Paul Brookes Publishers, Inc.</p>
<p>Slide 39</p>	<p>References and Resources</p> <ul style="list-style-type: none"> • Cheatham, G.A; Santos, R.M; Kerkutluoglu, A.(2012). Review of Comparison Studies Investigating Bilingualism and Bilingual Instruction for Students with Disabilities. <i>Focus on Exceptional Children</i>, 45(303), 1-12 • Iris Center: Evaluating Dual Language Learners • Linder, T. (2000). <i>Transdisciplinary play-based assessment</i>. In K. Gitlin-Weiner, A. Sandgrund, & C. Schaefer (Eds.), <i>Play diagnosis and assessment</i> (p. 139–166). John Wiley & Sons, Inc. 	<p>https://journals.ku.edu/focusXchild/article/view/6681/6056</p> <p>https://iris.peabody.vanderbilt.edu/interview/evaluating-dual-language-learners/#content</p>
<p>Slide 40</p>	<p>References and Resources</p> <ul style="list-style-type: none"> • McLean, M.E; Wolery, M., Bailey, D.B. (2004). <i>Assessing Infants and Preschoolers with Special Needs</i>. Brookes • Pena, E.D., Halle, T.G., (2011). <i>Assessing Preschool Dual Language Learners: Traveling a Multiforked Road</i>. <i>Child Development Perspectives</i>, 5(1), 28-32 	