FACILITATOR'S GUIDE
SUPPORTING EVALUATION

EFFECTIVE ASSESSMENT

PD2GO
A PROJECT OF
**Early Education
Effectiveness Exchange**

Supporting Referral and Evaluation: *Supporting Evaluation*

WHAT'S IN THIS PD2GO PACK?

Teachers/providers have perspectives and information that are crucial to diagnostic evaluations. This pack highlights important ways teachers/providers contribute to the diagnostic evaluation process.

Your Participants Will...
increase their capacity to support families as they move through the diagnostic evaluation process, and contribute critical professional insights into children's learning and development.

Collect Observational Data

Organize and Share Observational Data

How do you feel about Santiago's evaluation?

Listen to Families

SUPPORTING MATERIALS

Facilitator's Guide Everything you need to facilitate this PD2GO presentation on *Supporting Evaluation*, including an interactive presentation page along with step-by-step presenter's notes.

Coaching Corner One-page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.

Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge through **Digging Deeper**, **Resource Links**, and **Family Connections**.

HOW TO USE THIS FACILITATOR'S GUIDE

This Facilitator's Guide will provide you with step-by-step information on how to present this session using the interactive presentation page and downloadable materials specific to this PD2GO pack. We recommend opening the pack presentation as you go through this Facilitator's Guide.

Presentation Information

*Text written in italics is meant to be spoken out loud during the course of the presentation.*

Other text, marked with this icon ⓘ, offers important information such as instructions or suggested answers to facilitate the presentation of this PD2GO pack.

THE INTERACTIVE PRESENTATION PAGE

The presentation page includes the following elements:

■ **Steps**

Click on each number icon to begin the section of the presentation—use the presenter's notes in this guide to facilitate each step of the presentation.
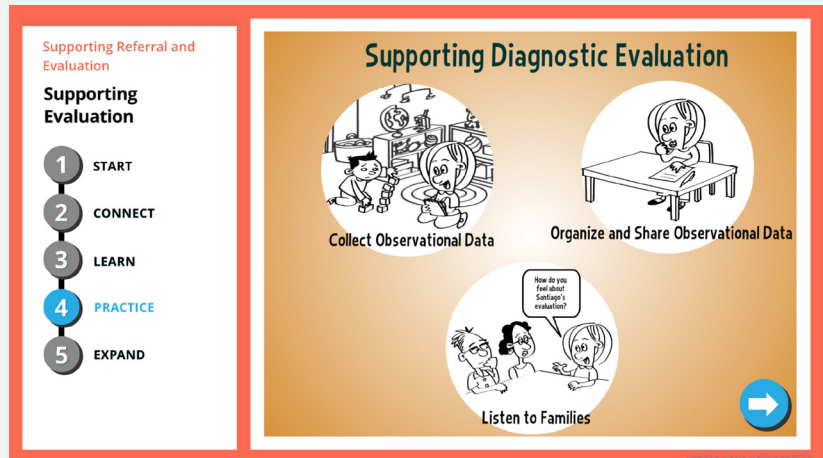
DOWNLOADABLE MATERIALS

■ **In This Pack**

Click on the downloadable materials hyperlink to access all materials related to this presentation.

■ **In This Bundle**

Click on the downloadable materials hyperlink to access all additional resources and materials that can be used with this presentation and other related packs.

EXPANDING ON THIS PD2GO PACK

This presentation on *Supporting Evaluation* can be used individually or in conjunction with the other pack in this bundle, *The Referral Process*. Additional resources and materials in this bundle (*Digging Deeper, Resource Links,* and *Family Connections*) are designed to extend skills and knowledge around these related packs, provide links to resources, and promote partnerships with families.

MATERIALS

In this pack, you will find: **Download all** *(3.2 MB)*

⊕ **Facilitator's Guide** *(3.1 MB)*
Everything you need to facilitate this PD2GO presentation on Supporting Evaluation, including an interactive presentation page along with step-by-step presenter's notes.

⊕ **Coaching Corner** *(150 KB)*
One-page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.

⊕ **Handout: Collecting Data** *(320 KB)*

⊕ **Handout: Organizing Data** *(150 KB)*

In this bundle, you will find: **Download all** *(250 KB)*

Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge. The resources include:

⊕ **Digging Deeper** *(140 KB)*

⊕ **Family Connections** *(160 KB)*

⊕ **Resource Links** *(170 KB)*

STEP 1:
START

PRESENTATION SEQUENCE	FACILITATOR'S NOTES

[1 min]   **CLICK**   **Step 1 - Start**

Facilitator: *Think of a picture with a missing piece.*

CLICK

Facilitator: *As you look at the picture, you might have a general sense of what the picture is, but it still feels incomplete.*

CLICK

Facilitator: *Now you see the picture with the missing piece added. Think about how this has changed the picture. What information did that missing piece add that wasn't there previously?*

Allow participants time to respond. Possible responses include:
- Seeing the bridge makes you realize there is a way over the water, and you may consider taking this path.
- Once you have the complete picture, you can make better decisions.

CLICK

STEP 1: *Continued*
START

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
Information leads to clearer pictures and better planning. Go to step 2: CONNECT	**Facilitator:** *Understanding a diagnostic evaluation can be like putting together a puzzle. If we do not have enough of the information, the puzzle will be incomplete. As we gather more information, we are able to get a clearer picture and make better choices when planning for the future. Teachers/providers are vital members of the diagnostic evaluation team who provide key information in the process.*

STEP 2:
CONNECT

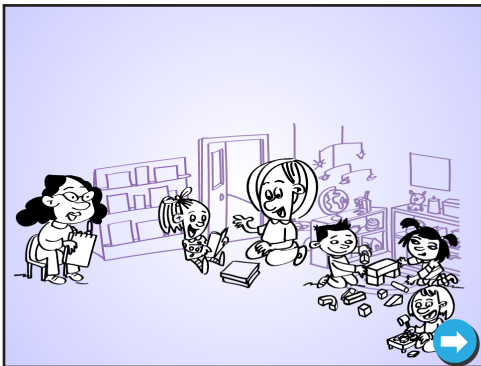| PRESENTATION SEQUENCE	FACILITATOR'S NOTES
Step 2 You provide valuable insight during diagnostic evaluation.	[2 min] **CLICK** **Step 2 - Connect** **Facilitator:** *Just as in the picture with the missing piece added, teachers'/providers' information and perspectives provide valuable insights during a diagnostic evaluation. The diagnostic evaluation is a collaborative evaluation process that includes examining a child's progress and determining whether a child has a delay or a disability. Teachers/providers see children every day and see them as they interact with other children and adults. Their perspectives are critical to the diagnostic evaluation.* **CLICK** **Facilitator:** *Alma, a preschool teacher, is working with Santiago's family on his referral for a diagnostic evaluation. Alma and the family discussed the developmental screening tool the family completed, and they are concerned about Santiago's fine motor development as well as his language development, specifically his ability to understand what has been said to him. They share this information with the*

STEP 2:
CONNECT   *Continued*

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
	school psychologist who will be observing Santiago in the classroom as part of the diagnostic evaluation process.
	CLICK
	Facilitator: *Alma welcomes the school psychologist into the classroom to observe Santiago. Even though she is glad the school psychologist is here today, she wishes the observation would have been yesterday, when Santiago was engaged in ongoing conversations with peers, which showed the family's and her concerns.*
	CLICK
Share observational data to help complete the picture of the whole child.	**Facilitator:** *Alma believes the more information gathered during a diagnostic evaluation, the more complete the picture of the child will be. She is considering sharing her observational data with the school psychologist, but she isn't sure what data she should share or how to go about it.*
Go to step 3: LEARN	

STEP 3:
LEARN

| PRESENTATION SEQUENCE	FACILITATOR'S NOTES

Step 3
 	
Supporting Diagnostic Evaluation
• Collect observational data
• Organize and share observational data
• Listen to families
	[2 min] **CLICK** **Step 3 - Learn**
	
	Facilitator: *Teachers/providers can support the diagnostic evaluation process by:*
	  ■ *Collecting observational data*
	  ■ *Organizing and sharing observational data*
	  ■ *Being available to listen to families and the diagnostic team*
	First, let's take a look at collecting observational data.
	
	CLICK

STEP 3: LEARN *Continued*

PRESENTATION SEQUENCE	FACILITATOR'S NOTES

Collect Observational Data
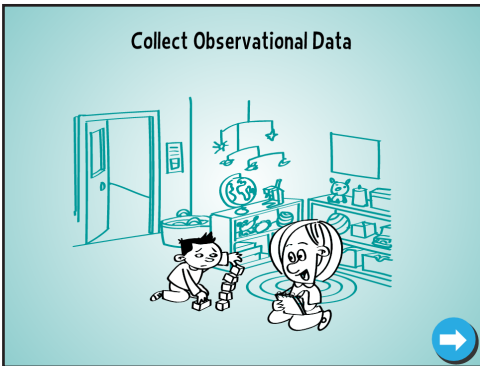
Facilitator: *It is important to collect observational data throughout the diagnostic evaluation process. Observations need to:*

- *Be clear and objective*
- *Occur across learning domains*
- *Target particular behaviors over time*

Work with the family, as well as the diagnostic team, to decide which areas to target. Collecting observations will help the team develop a picture of the child's strengths as well as of the areas in which the child may need additional support.

CLICK

Organize and Share Observational Data
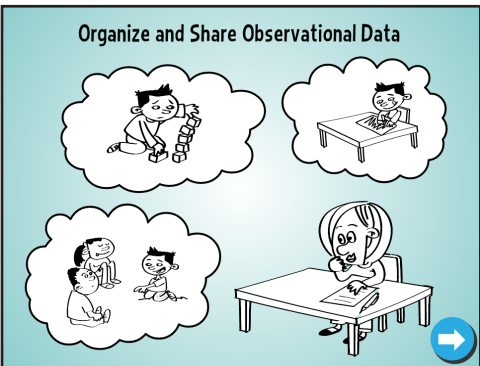
Facilitator: *You can organize observational data and share it with the team. The goal of organizing the data is to make the information easier for others to understand and use. To do this:*

- *Look for patterns in your observations (such as things that happen in a similar way each day).*
- *Organize observations by areas of concern (such as language samples).*
- *Organize observations that relate to each other—maybe a child does the same thing repeatedly (such as lining up cars).*

Once observations are organized, make a copy to give to the family and/or the evaluation team. Usually, a member of the evaluation team will contact you and ask for your input. If you have not been contacted, you can still provide the team with input by giving copies of your observations to the family and then requesting they share the information with the evaluation team.

CLICK

STEP 3:
LEARN *Continued*

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
Listen to Families	**Facilitator:** *The diagnostic evaluation process can be unsettling for families. You can support families by:* ▪ *Checking in with them throughout the process* ▪ *Making time to listen to their concerns* ▪ *Highlighting their child's strengths and unique qualities* *You may not be able to answer all their questions, but you can offer to help them find answers. Sometimes it helps families to have a caring person listen to their concerns.* **CLICK**
Remain involved to support the diagnostic evaluation process. Go to step 4: PRACTICE	**Facilitator:** *Collecting observational data, sharing information, and listening help support the diagnostic evaluation process. Your continuing involvement will support the diagnostic evaluation process.*

STEP 4:
PRACTICE

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
Step ❹ **Let's practice!**	[8 min] **CLICK** **Step 4 - Practice** ⓘ Pass out the handout. 🗎 *"Collecting Data"* **Facilitator:** *Let's take a moment to practice each of these skills. First, let's think about collecting observational data.* **CLICK**

STEP 4:
PRACTICE *Continued*

PRESENTATION SEQUENCE	FACILITATOR'S NOTES

Supporting Diagnostic Evaluation

Collect Observational Data
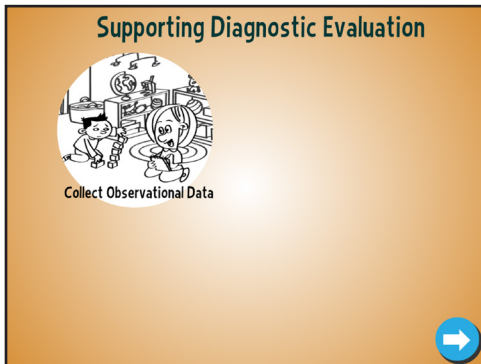
Facilitator: *Remember, the family and Alma were concerned about Santiago's fine motor and language skills. The handout,* Collecting Data, *provides examples of opportunities to collect language observations. Using this handout as a guide, let's take a moment and think about different times during the day and/or activities when Alma could collect data on another domain — Santiago's fine motor abilities. Refer to the language observation handout for general guidance on the kinds of examples to collect. Record your ideas on the handout.*

Pause. Allow participants time to write down a few ideas and then ask them to share with the group.

Possible responses include:
- Snack time — picking up small crackers or pieces of fruit; grasping and using eating utensils
- Art area — holding and using crayons, pencils, or paintbrushes; holding paper while coloring; folding paper
- Manipulative or table toys — playing with puzzles or small blocks
- Putting on or taking off clothing; buttoning/unbuttoning coat or sweater; zipping pants
- Turning pages in a book

CLICK

Pass out the handout.
📄 *"Organizing Data"*

Supporting Diagnostic Evaluation
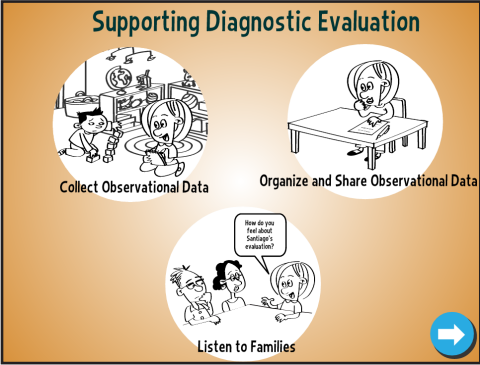
Collect Observational Data   Organize and Share Observational Data
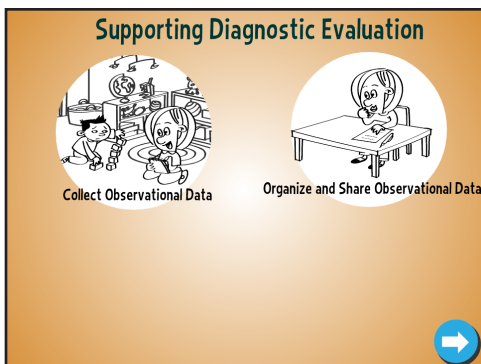
Facilitator: *Now let's practice organizing observations. Take a look at the handout,* Organizing Data. *It provides several examples of observational notes on Santiago's language use. Read through these observations, and then think of one or two ways Alma might organize them.*

CLICK

STEP 4:
PRACTICE   *Continued*

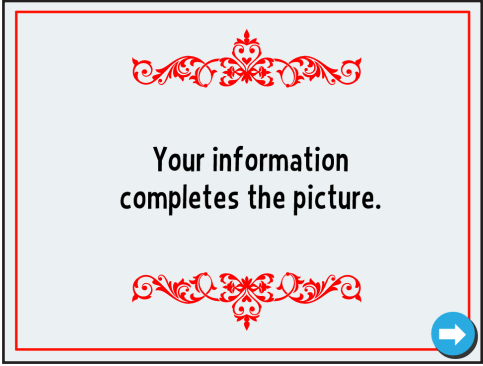| PRESENTATION SEQUENCE	FACILITATOR'S NOTES
	ⓘ Pause. Give participants time to write their ideas. Then ask participants to share with the group how they might organize the observations.
	Possible responses include organizing language observations by:
	■ Activity
	■ Targeted skills of answering questions vs. other types of communication
	■ Pattern of one-word or two-word responses
	Share prompts if participants do not mention them.
	Facilitator: *As you can see, there are several ways to organize this information.*
	CLICK ➡
	Facilitator: *Now let's practice listening to families. Take a moment to brainstorm what kind of open-ended questions we could ask family members that would help us start a conversation with them about the evaluation process. Think of questions that refer to the diagnostic evaluation process as well as to any additional support needed by the family. Share one or two questions with the person next to you.*
	ⓘ Pause for discussion, then have participants share their questions with the group. Possible questions may include:
	■ How is the diagnostic evaluation going?
	■ What questions do you have about the diagnostic evaluation?
	■ Is there any information you need about the diagnostic evaluation?
	■ Do you have any concerns about the diagnostic evaluation?
	CLICK ➡

STEP 4:
PRACTICE *Continued*

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
You play an important role in supporing the evaluation process. Go to step 5: EXPAND	**Facilitator:** *By collecting observational data, sharing data with family members, and listening to families, you play an important role in supporting the evaluation process.*

STEP 5:
EXPAND

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
Step 5 Think of a child in your group.	[2 min] CLICK **Step 5 - Expand** **Facilitator:** *Think of a child you may have concerns about in your group.*
	CLICK **Facilitator:** *What unique information do you have about this child? Describe how this information will complete the picture for their diagnostic evaluation process.* *Share your ideas with the person next to you.* CLICK

STEP 5:
EXPAND   *Continued*

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
Your information completes the picture.	**Facilitator:** *Remember — your information completes the picture. The more information we can provide for the diagnostic evaluation, the more complete the evaluation will be. This will lead to more effective support and improve outcomes for children.*

THIS PD2GO PACK WAS INFORMED
BY THE FOLLOWING RESOURCES:

Center for Parent Information and Resources. (n.d.). *Public Awareness and the Referral System*. Retrieved from http://www.parentcenterhub.org/repository/referral/

The Division for Early Childhood of the Council for Exceptional Children (DEC), National Association for the Education of Young Children (NAEYC), & National Head Start Association (NHSA). (2013). *Frameworks for response to intervention in early childhood: Description and implication*s. Retrieved from http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Framework.pdf