

Innovative Technology for Early Childhood Assessment: Discovery of Themes to Guide Frameworks

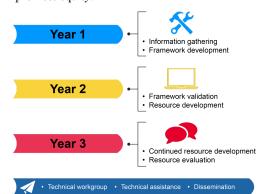


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Overview

- Identify facilitators, barriers, and other information needed to effectively use technology for authentic assessment.
- Themes from existing literature and recommended practices in assessment combined with lessons learned in the field to identify and examine innovative practices and create useable resources and frameworks.
- Frameworks will support informed, systematic decision-making for technology-based approaches to assessment.
- Examine potential contributors to inequity and ways that technology can promote equity.



Preliminary Sample Themes Identified During Interviews

"Go about your normal routine. We're here for observation. ... We don't need your child to perform. We just need to see them in their natural environment."

Local EI administrator on how they prepare families

Uses Benefits Facilitators Barriers Solutions Video Confedencins

Uses

- All types of assessment (e.g., screening, eligibility, progress monitoring).
- Often a combination of remote and inperson assessment is offered.

Benefits

- Efficiencies for staff (more assessments in less time) and families (less wait time).
- Opportunity to observe children in a familiar environment with a familiar adult.
- Greater access for families to a variety of professionals.
- Supports coaching model by actively engaging families in the assessment process.

Barriers

• Limitations to what can be observed (e.g., muscle tone, vision).

Tips & Tricks

- · Prepare families ahead of time.
 - Using technology.
 - The assessment process.
- Create a lending library of devices for families.

What's Next?

- Continue recruitment, especially families, for a comprehensive understanding of various perspectives.
- Begin co-creating frameworks with administrators, practitioners, and families.
- · Create a variety of additional resources.



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Discussion Questions

- What are some of the decisions that administrators and practitioners need to make around adopting and implementing technologies to support assessment?
- Will increased use of technology lead to inequities in the assessment process, and what safeguards can be put in place to keep this from happening?
- Are there key differences between early intervention and preschool special education in the potential utility of remote assessment?