Session 3
Visual Aids and Assessment

Date: February 24, 2017
Course instructor: Cherry Chan
Mothercraft College
Agenda

1. Visual Aids
2. Assessment
3. Documentation and Observations
Making accommodations for materials or visual aids

• When?
  – When you are making the prop, think about a time that you specifically want your prop to be used with the child. This will help you think about how you want to structure your prop and how you want the prop to look at the end.

• For how long?
  – If you plan to use the “prop” for transitions, make sure the “icons” are easily accessed and the board is “sticky” (Velcro wears off when used a lot).
  – If you are making a prop for an activity, make sure it is durable and easy to be disinfected.

• Where?
  – Visual aids can be made for display on walls/boards, for the child to carry around, or for professionals to carry and pull out when it is needed.
Making accommodations for materials or visual aids

• How?
  – Think about the overall purpose or goal for your prop before you make it.
  – Use thick, bold **lines** to separate “concepts” on a board. For example, what the activity is and what you would like the child to do within an activity are separate concepts and should be separated. Lines can also be an **indicator** of where you want the child to put picture icons.
  – Use **boxes** to make your visual aids clear. For example, put 3 separate boxes where you would like the child to put in the 3 letters. You can also introduce a **choice box** as an area on a visual board where you provide children with a selection of activities or actions.
  – **Arrows** can be used to indicate sequence of events. Start with three steps. If you believe the child is capable of processing more information, you can add more steps after. **First-then boards** also use bold arrows to indicate sequence.
Making accommodations for materials or visual aids

• Who?
  – Think about what the child needs to know in order to use your prop. You need to teach the child these skills before presenting them with your prop.
  – Take what the child already knows into account
  – Are the materials meant to be used with one child or with groups of children?
Factors that should be considered when making visual aids

• Knowing the child
  – Does the child have enough knowledge to use the material?

• Convenience
  – Are the materials easily accessible?
  – Do the materials slide around on the table?

• Durability
  – Depending on use, your toy should be waterproof and easy to disinfect.
  – Do the “choices” still “stick?”
Factors that should be considered when making visual aids

• A good size
  – Can the child hold and manipulate the materials properly?
  – Can the child see the pictures or words?

• Structured
  – Can the child understand your visual aid without much explanation?
  – Can the child use the toy independently?
  – Are there concrete, thick lines for clear division?
  – Are there too many or too little choices?
Uses of Visual Supports

- Improve communication
- Provide information
- Support routines
- Teach skills
- Prevent challenging behaviors
- Intervene during behavioral challenges

(Ontario Ministry of Education, 2007)
Hierarchy of Visual Supports

Listed from the most concrete to the most abstract:

1. Real objects
2. Miniature objects
3. Colour photographs
4. Black and white photographs
5. Colour picture symbols
6. Black and white line drawings
7. Printed words

(Ontario Ministry of Education, 2007)
Types of Visual Supports

- Choice boards
- Visual schedules
- Social stories
- Communication boards
- Communication cards
Visual Support

* **Remember:** accompany visual aids with verbal instructions

- **my turn**
- **your turn**
First-Then Board

First

Then
dinosaurs

(Geneva Center for Autism, 2011)
Breaking Tasks Down:

Start

Almost Done

Finished

(ErinoakKids Centre for Treatment and Development, 2012)
Social Stories

When I get angry I sometimes hit Mummy.

This makes Mummy sad.

When I feel like hitting, I need to stop.

I will hold my hands.

I will take 5 big breaths. This helps me stay calm.

Mummy is happy when I am calm.
Assessments

1) What are assessments?
2) Why do we need assessments?
3) What do we assess?

*Did you have experiences with conducting assessments with children? What was it like?
Guidelines for Assessments

• Assessments should be holistic and consider the interdependency of the developmental domains.
• Assessments should include multiple sources of information collected over an extended period of time.
• Assessments should identify the child’s strengths.
• Assessments should be relevant for specific purposes.
• Assessment requires professionals to establish a close relationship with families.

(Deiner, 2010)
Guidelines for Assessments

• Formal and informal assessments of children paired with environmental assessment of program activities are integral parts of inclusive program planning (Underwood, 2013).

How would you like to inform parents that you would like to use an assessment tool to gather information on a child?
Planning Early Learning Environments

• Safety
  – Materials should be “nontoxic, free of cracks and splinters, and in good working order.” (p.339)
  – **Organization**: “Logical arrangements contribute to the child’s independence; they enable the child to put materials away when finished with them” (p.341)
  – **Matching children and equipment**: size, ability (i.e. does child need instructions), number (i.e. sharing)

(Allen et al., 2016)
Planning Early Learning Environments

• **Visibility**: Children need to be visible to teachers at all times

• **Ease of movement**: the environment should be free of obstructions

• **Teachers’ availability**: position

• **Structured flexibility**:
  – Well-arranged environment
  – Rules and expectations are consistent

(Allen et al., 2016)
Documentation

What are different types of documentation you have learned from other courses so far?

What types of documentation have you seen in your first placement?
Behavioral Observations

- **Duration**: The time from the beginning to the end of a behavior
- **Frequency**: How often does the behavior happen?
- **Intensity**: Severity of behavior or response
- **Latency**: The time between a request and the child’s response to the request
- **Context**: What is happening before, during, and after an event?

(Deiner, 2010)
Observations

• Systematic observations
  – Child’s name or initials
  – Date and time of day
  – Setting (i.e. where; people who are present)
  – Name or initials of observer

(Allen et al., 2016)

• Checklists
  – Nipissing District Developmental Screen
  – Communication Checklist (TPSLS)
  – Ages and Stages Questionnaire (ASQ)
Observations

• Narratives
  – **Anecdotal record**: “observers choose what is significant to record” and “may focus on individual child or group of children”
  – **Running record**: “observations that captures **everything** the child does and says during a specific time”
  – **Logs or journals**: “notes jotted down during class time or immediately after the children leave for the day”

(Allen et al., 2016, p.272, p. 275)
Sampling

• **Time sample**: focuses on the behavior of one child and “determine the presence of absence of behavior”
  – Behaviors are recorded on a chart to identify behavioral patterns

• **Language sample**: verbatim recordings; recorded phonetically and should include physical gestures

• **Frequency counts**: records how often a behavior occurs

• **Duration measures**: records how long an event or behavior lasts

(Allen et al., 2016, p.276-277)
Reasons for Documentation

- **Anecdotal notes**
  - “To make anecdotal notes more useful, you might ask yourself why you observe the children.”

- **Behavioral observations**
  - “To target behaviors that need intervention or that indicate a child’s development is not following the usual track.”

- **Checklists**
  - Help focus on specific skills
  - Quick and efficient

- **Work samples**
  - Show learning patterns

(Deiner, 2010, p. 61)
On Track Guide

• Provides a sense of healthy child development from birth to 6 years

• The “wait and see” approach “resulted in children with developmental concerns being identified later and the loss of valuable time when brain development can be positively and fundamentally influenced.”

• “The On Track guide is not to be used as an assessment tool, or to label or diagnose children. But early referrals can lead to early identification and early intervention by the appropriate professionals. In turn, this early intervention leads to more positive outcomes for children, such as less need for special education services, improved academic achievement, lower rates of grade retention, and higher rates of school completion.”

(Best Start Resource Center, 2011)
Nipissing District Developmental Screen

- Checklist for 1 month to 6 years
- Areas of development:
  - emotional
  - fine motor
  - gross motor
  - learning and thinking
  - self-help
  - social communication
  - vision and hearing

Get NDDS:
https://www.enddswebsvcs.com/ndds/servlets/ndds4ontario.html
Early Development Instrument

• “The Early Development Instrument (EDI) is a short questionnaire given to kindergarten teachers to complete about their students. It measures children’s ability to meet age-appropriate developmental expectations and is used across Canada and internationally”

• “The EDI is completed by teachers in the second half of the kindergarten year (February/March). At that point teachers have had enough time to get to know your child and your child has had time to get used to school.”

(Early Development Instrument, 2016)
Early Development Instrument

• Areas of development covered:
  – Physical health and wellbeing (Would you say that this child is well coordinated?)
  – Social competence (Would you say that this child is able to follow one-step instructions?)
  – Emotional maturity (Would you say that this child comforts a child who is crying or upset?)
  – Language and Cognitive Development (Would you say that this child is able to read simple words?)
  – Communication skills and general knowledge (How would you rate this child’s ability to tell a story?)

(Early Development Instrument, 2016)
References


