



## Early Childhood Assessment: Cognitive Skills

Est. Time: 6 Hours

### Objective

Observe and interact with a child in order to assess his or her cognitive skills.

### Overview

Children's cognitive skills are centered on their interactions with their environments and are increasingly seen as important by society. The skills in question include the ability to understand, to solve problems, to reason, to attend to basic tasks, and to memorize information. Because young children develop cognitive skills by taking part in everyday activities, it is important that they be assessed through observations of those activities.

### Activity

Use the steps outlined below to complete this activity.

1. Identify a child with disabilities.
2. Identify times in the day when it is appropriate to observe that child engaging in a variety of different activities.
3. Assess the child using at least the following:
  - Curriculum- or criterion-referenced measure (e.g., AEPS, Carolina Curriculum, HELP, Battelle, Brigance)
  - Informal testing of skills not addressed by that measure. You can use a performance assessment or an authentic assessment to measure skills relevant to the child and appropriate for his or her developmental level.
4. Analyze the data to identify objectives for prompting the child's cognitive skills.
5. Write your report using the underlined words on the page below as headings. Only one report should be submitted for each group and each should include all of the information outlined in the bullets. Be sure to write in a style that is professional but that can be understood by individuals without advanced training.



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### Activity [Cont.]

#### Identifying Information (Who was observed?)

- List the child's name, gender, date of birth, age in months, and diagnosis in columns.

#### Methods of Observation (What did you do?)

- List the context of measurement: the dates, purpose of observing/measuring, the activities and routines observed, and where the activities occurred. Be sure to note how many adults and children were present and the times that each observation took place. This information should be presented in a table (using dates as rows).
- Measures: Describe the measure used (APA reference, description of test), the items tested (if testing is used), and the manner in which the measurement occurred. You should also describe your informal testing procedures.

#### Results (How did the child do?)

- Based on the measures used (e.g., observations, informal testing), describe the behaviors the child does and does not engage in. Be sure to describe the conditions under which those behaviors occurred.
- Organize the description of results by types of skills.

#### Recommendations (How would you use the data?)

- Based on your analysis, list two objectives that could be established.
- Provide a three-to-four sentence rationale for each objective.
- List at least one intervention practice for each objective.

**Note:** Attach the completed data sheets and other notes (raw data).