

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, solve problems, reason, attend to basic tasks, and memorize information. Because young children develop cognitive skills by taking part in everyday activities, it is important that they be assessed through the observation of those activities.

Activity

Use the steps outlined below to complete this activity. To avoid issues with confidentiality, use the child's initials or a pseudonym instead of the child's full name on the forms you complete.

1. Identification

- a. Identify a child with a disability to observe.
- b. Identify times of day when it is appropriate to observe that child engaging in a variety of different activities.

2. Assessment

- a. Use a curriculum- or criterion-referenced measure (e.g., AEPS, Carolina Curriculum, HELP, Battelle, Brigance) to assess the child.
- b. Use an informal test of skills not addressed by that measure to assess the child. 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.

3. Data Analysis

- a. Analyze the data to identify objectives for prompting the child's cognitive skills.

4. Report

- a. Write your report using the headings identified in the table below. Keep in mind that the report should:
 - Include all of the required information outlined in the table.
 - Be written in a style that is professional yet can be understood by individuals without advanced training.
- b. Attach the completed data sheets and other notes (raw data). These do not have to be typed.

Early Childhood Assessment: Cognitive Skills

Headings	Required Information
Identifying Information <i>Who was observed?</i>	Using a column format, list the child's: <ul style="list-style-type: none"> • Name • Gender • Date of birth • Age in months • Disability
Methods of Observation <i>What did you do?</i>	a. Context —Using a table with the dates as rows, record the context of the measurement: <ul style="list-style-type: none"> • Dates • Purpose of observing/measuring (e.g., toy play) • Activities and routines observed • Where the activities occurred • How many adults and children were present • Beginning and end times of each observation b. Measures —Describe the following: <ul style="list-style-type: none"> • Measure used (APA reference, description of test) • Items tested (if testing is used) • Manner in which the measurement occurred c. Informal Testing —Describe your informal testing procedures.
Results <i>How did the child do?</i>	Based on the measures used (e.g., observations, informal testing), describe the following, making sure to organize your response by types of skills. <ul style="list-style-type: none"> • Behaviors the child does and does not engage in. • Conditions under which those behaviors occurred.
Recommendations <i>How would you use the data?</i>	Based on your analysis: <ul style="list-style-type: none"> • 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.