

 **Missouri First Steps**  
*Administering the DAYC*

Department of Elementary and Secondary Education, 2009

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 **Agenda**

- Missouri Program Needs
- Screening, Evaluation & Assessment
- Overview of the DAYC
- Administering the DAYC
- Reporting Evaluation Results
- Informed Clinical Opinion
- IFSP Development using the DAYC
- References

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 **Missouri Program Needs**

A) A need to distinguish between:

- Screening
- Evaluation
- Assessment

B) A need for state-wide consistency in:

- Evaluation tool
- Reporting of results
- Determining eligibility

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## Review of Missouri's Eligibility Criteria

- o Newborn Conditions
- o Medical Conditions
- o Developmental Delay
  - Half-age delay\*
  - Informed Clinical Opinion (ICO)

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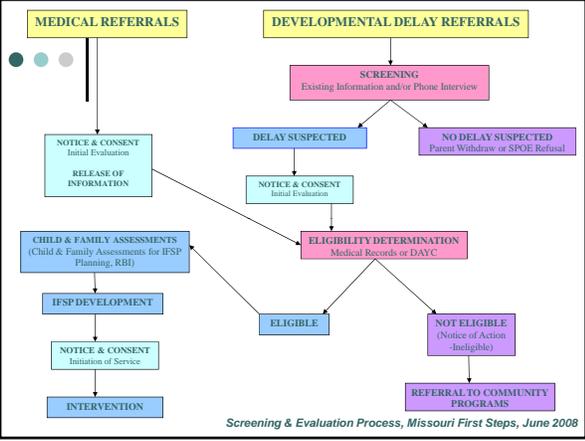
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## Screening

- o Inexpensive and quick
- o Formal and/or Informal measures
- o Typically administered by the Service Coordinator
- o Can be obtained by an outside source, such as Parents As Teachers or physician

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● ● ● | Screening

**Decision:**

*Is further testing  
needed?*

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● ● ● | Evaluation

- Standardized, norm-referenced tools
- Compare child's performance to that of other children (normative sample)
- Generally normed on typically developing population
- Uses specialized and/or standardized materials
- Limited in scope (eligibility determination vs program planning)
- Items not functional (statistically selected)
- Used to generate a developmental age or percentile score for individual child (age equivalents not recommended for use)
- Examples: DAYC, Bayley, Battelle, Peabody, LAP-D

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● ● ● | Evaluation

**Decision:**

*Is the child eligible  
for services?  
What is the nature  
of the problem?*

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## Assessment

- Comprehensive assessment of a child's development
- Criterion-referenced / Curriculum-Based
- Tool for comparing a child's performance to him/ herself over time
- Assessment can be formal (testing) or informal (observation, interview with the parent, etc.)
- Administered by qualified personnel
- Examples: HELP, AEPS, Carolina, ELAP

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## Assessment

**Decision:**

*What are the child's current abilities?*

*Is the information complete for IFSP planning?*

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## Evaluation in Missouri

- Missouri identified the DAYC as a uniform instrument to assist with eligibility determination
- Examiner Qualifications include:
  - Formal training in assessment procedures
  - A thorough understanding of testing statistics and general procedures governing test administration, scoring, and interpretation
- The DAYC can be administered by a variety of evaluators for all domains to determine eligibility (e.g., a speech therapist can assess all 5 domains, not just the communication domain)

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## EI Examiners

- o Beginning September 2009, evaluators who meet the DESE requirements for administration of the DAYC will be enrolled as "EI Examiners" and when selected to administer the DAYC, will be authorized for an "EI Test."
- o The authorization will be a one (1) time authorization for a flat rate of \$200 to administer the DAYC, write a report, and submit the report to the SPOE.

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## DAYC: *Developmental Assessment of Young Children*

- o Norm-referenced tool, standardized
- o Representative of U.S. population (1269 children in 27 states)
- o 363 items; 50-100 minutes
- o Scores can be reported as quotients, percentiles, or age equivalents
- o Items scored "passed" (1) or "not passed" (0)
- o English language\*

### Differs from other Evaluation Tools

- o More comprehensive
- o Has more functional items that could be translated into outcomes and strategies

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## Overview of the DAYC

- o It is designed for children from birth through 5 years 11 months of age.\*
- o The DAYC is designed to be completed through observation in the child's natural setting.
- o If certain skills are not observed, primary caregivers can be interviewed to gain the information.
- o The key is to keep the feel of the setting as informal as possible. If you know that the child's environment does not contain items necessary to complete the assessment, then bring them with you.

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● ● ● Overview cont'd . . . . .

The DAYC consists of five subtests:

- Cognition
- Communication
- Social-Emotional
- Physical Development
- Adaptive Behavior

Each of the subtests relates to the domains that are evaluated for early intervention eligibility and children's developmental performance in accordance with the IDEA.

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● ● ● Suggested toys and books for administering the DAYC

**Toys**

- o Scissors
- o Blocks
- o Microphone
- o Sorting bears with cups
- o Pop up toys
- o Nesting cups
- o Shape sorter
- o Puzzles (interlocking and knob)
- o Stacking ring
- o Baby dolls
- o Pretend food
- o Bubbles
- o Rhyming activity games
- o Broken toy
- o Sorting activity
- o Sequence cards

**Toys, cont'd**

- o Dressing vest/doll
- o Stringing beads (multiple sizes)
- o Cars/trucks (multiple sizes)
- o Matching cards
- o Rattle
- o Cloths
- o Mirror
- o Crayons and paper
- o Large and small ball
- o Toy telephone

**Books**

- Carrot Seed
- What Happens Next
- Barney/Teletubbies

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● ● ● Preparing to Administer the DAYC

- o Study the content of the manual carefully.
- o Review subtest items prior to administration to obtain a sense of what you need to observe.
- o Practice giving and scoring test items to at least 3 children before using it in a real situation.
- o Ask someone to observe your testing and help you with scoring and interpretation.

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## Administering the DAYC

- o Establish rapport with the child and family
- o For those skills that require the examiner to work directly with the child, join the child's play and introduce items or games that fit into the child's natural play activity
- o Do not go item by item through the test
- o Administer the test to an individual child - do not administer the test in a group
- o Be alert to the child's level of fatigue and stop testing if child shows signs of tiring

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## Self-study Module

- o Calculating the child's C/A
- o Entry point
- o Determining the ceiling and basal
- o Computing a raw score
- o Converting to a standard score

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## Calculating the Child's Chronological Age

- o The child's date of birth is subtracted from the date of the testing to determine the chronological age.
  - (NOTE: do not round child's age up)
  - (NOTE: do not adjust for prematurity)
- o The chronological age establishes the starting point on each subtest.

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## Chronological Age - Example 1

- See examples on p. 6 of your Self-Study Module.

	Year	Month	Day
Date of testing	2004	6/5	$12+30=42$
Date of birth	2002	2	29
Chronological age	2	3	13

When the day of the child's testing is smaller than the day of the child's birth, then you subtract one month and add 30 days to the testing date before you calculate chronological age.

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## Chronological Age – Example 2

- See page 7 of your Self-Study Module.

	Year	Month	Day
Date of testing	2004/ 3	$3/2+12=14$	$5+30=35$
Date of birth	2001	7	15
Chronological age	2	7	20

If the month of the child's birth is larger than the month of the testing, then you subtract one year and add 12 months to the testing date before solving. There will be times when you have to borrow from both the year and the month of testing before calculating chronological age.

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## Step 1 - Examples

- Complete the examples on page 8 of your Self-Study Module.

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## Entry Points

- Designate where to start the evaluation.
- The scoring form for each domain is divided into 5 possibilities for a "Start Age":
  - Birth 12 Mon 24 Mon 36 Mon 48 Mon
- Select the start age that is closest to, but not older than, the child's chronological age.
- The item listed immediately following this "Start Age" is where you will begin.

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## Scoring the DAYC

- When a child performs the skill, place a 1 next to the item. When the skill is not observed during play, ask the parent or caregiver if the child can accomplish the task. If the parent/caregiver reports that the child can perform the skill, record a 1.
- When a skill not observed and the parent or caregiver reports the child is not able to perform the given task, place a 0.

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## Reaching the Ceiling

- The ceiling designates the point where the child is no longer able to perform the skills in the entry point age range.
- The ceiling is determined when the score of 0 is placed in 3 out of 5 consecutive items.

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### Determining the Basal

- Once you have established the ceiling, stop and review the items to determine the basal.
- The basal is the *third consecutive item* that was scored with a 1.
- When there is more than 1 basal before reaching the ceiling, select the basal that is closest to the ceiling.
- In rare occasions, there may be a time when the ceiling and basal overlap. This may be seen in children with scattered skills.

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### Computing the Raw Score

- Note the item number at the end of the basal. This item number is the start of the raw score computation.
- The points scored after the basal and through the end of the ceiling are totaled. *Note: Any 1's after the ceiling range are NOT counted.*
- Add these two numbers. This equals the raw score.

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### Completing the score sheet

*(the DAYC Examiner's Manual is required)*

- Record the subtest scores on the Profile/Examiner Summary Sheet
- Convert raw scores to standard scores (*Appendix A*)
- Convert standard scores to quotients (*Appendix B*)
- Convert standard scores to percentiles (*Appendix C*)
- Convert raw scores to age equivalents (*Appendix D*)

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## Reporting Scores

- The Examiner's Manual (page 19) provides a caution for using age equivalents when reporting test scores.
- Missouri's eligibility criteria for developmental delay "is defined as a child who is functioning at half the developmental level that would be expected for a child developing within normal limits of equal age."
- Evaluators will report DAYC results on the DAYC Evaluation Summary (template) with a **Standard Score** and **Age Equivalent**, as determined by the Raw Score.

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## Writing an evaluation report for First Steps:

- Child and family history
- Evaluator Observations
- Evaluation Results
- Summary and Suggestions for the family
- **NOTE:** The DAYC Evaluation Summary (template) is required for each child evaluated for First Steps eligibility, regardless if the child is eligible or ineligible. Additional assessment results are reported in a separate document.

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## Determining Eligibility with Developmental Delay

- Multidisciplinary means the involvement of 2 or more different disciplines or professions. (The Intake Service Coordinator can be considered one of the disciplines.) (34 CFR 303.322)
- No single procedure is used as the sole criterion for determining a child's eligibility. Thus eligibility is not based solely on the results of the DAYC. (34 CFR 303.323)
- Half-age delay
  - In one domain
  - Based on tests scores in addition to observations, parent report, informal measures, checklists, etc.
- ICO
  - Atypical development
  - Based on tests scores in addition to observations, parent report, informal measures, checklists, etc.

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## Using the DAYC for IFSP Development

- Evaluator and Service Coordinator work together to share information & reduce duplication by the family “telling their story twice”
- Present Levels
- Suggestions for the family

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## References

- Allen, D. & Funk, K. (2004). *Evaluation and Assessment Information Session: An overview for Texas early childhood intervention*. CASCADDES, Oregon State University, Bend, OR.
- Campbell, P. (2006). *Using the Developmental Assessment of Young Children (DAYC): Self-Study Module*. Thomas Jefferson University, Philadelphia, PA.
- Voress, J.K. & Maddox, T. (1998). *Developmental Assessment of Young Children: Examiner's Manual*. Pro-Ed, Austin, TX.

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