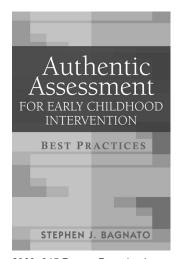
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Authentic Assessment for Early Childhood Intervention

Best Practices

Stephen J. Bagnato, EdD, University of Pittsburgh School of Medicine

"Bagnato expands the boundaries of our thinking about how to assess children with special needs, exploring this approach to assessment with thoroughness, passion, and common sense."

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Meeting a crucial need, this book provides clear recommendations for authentic developmental assessment of children from infancy to age 6, including those with developmental delays and disabilities. It describes principles and strategies for collecting information about children's everyday activities in the home, preschool, and community that serves as a valid basis for intervention planning and progress monitoring. Throughout, the book emphasizes the importance of enlisting parents as partners with practitioners and teachers in observation and team-based decision making. Special features of this well-organized, accessible volume include recommendations for developmentally appropriate assessment tools and "Best-Practice Guidepoints" in each chapter that distill key professional standards and practices.

Contents

- What Are the Professional Standards for Assessment of Preschool Children?
- 2. How Can Authentic Assessment Prevent the Mismeasure of Young Children?
- 3. What Are the Foundations for Authentic Assessment of Typical and Atypical Early Development?
- 4. What are the Best Contexts for Authentic Assessment?
- Can Professionals "Test without Tests" for Authentic Assessment?, with Richard LeVan
- 6. How Does Authentic Curriculum-Based Assessment Work?

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- 7. Can Clinical Judgments Guide Parent– Professional Team Decision Making for Early Intervention?, with Eileen McKeating-Esterle
- How Can We Effectively Assess for Severe Disabilities?, with Pamela S. Wolfe & Richard Kubina
- How Can We Do Functional Behavioral Assessment with Preschoolers?, with Richard Kubina, Pamela S. Wolfe, & Devender R. Banda
- What Are Proper Approaches to Detect, Classify, and Intervene for Temperament and Self-Regulatory

- 11. Behavior Problems in Young Children?
- How Should We Forecast and Plan for Kindergarten Transition and Early School Success?, with Kimberly A. Blair
- 13. How Can Authentic Program Evaluation Document Early Childhood Intervention Outcomes?
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