



Authentic
Assessment
FOR EARLY CHILDHOOD
INTERVENTION

BEST PRACTICES

STEPHEN J. BAGNATO

NEW FROM THE GUILFORD PRESS

Authentic Assessment for Early Childhood Intervention

Best Practices

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Child Age Range Addressed: 0–6

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CRITICAL ACCLAIM

"Authentic assessment—the process of evaluating children in their natural environments using materials and activities that are part of their daily experience—is described here from a number of different theoretical perspectives and practical points of view. 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."—Samuel J. Meisels, EdD, President, Erikson Institute

"A welcome addition to the literature on preschool assessment. The focus on authentic assessment and the emphasis on developmentally appropriate practices make this book an excellent choice for working with preschoolers with developmental disabilities for whom formal standardized testing is not appropriate. The case examples of young children with a variety of disabilities make the material vivid. I plan to adopt this text for my class in preschool assessment, and it would also be useful for a class in assessing students with low-incidence disabilities."—Catherine A. Fiorello, PhD, School Psychology Program, Temple University

DESCRIPTION

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, which provides 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.

KEY FEATURES

- > No competition: the first book to combine focus on authentic assessment with a practical, assessment-for-intervention approach.
- > Provides clear recommendations for conducting intellectual, behavioral, and social/emotional assessments.
- > Includes convenient "best practice" lists and chapter summaries.

AUDIENCE

School and clinical psychologists, special educators, and others involved in assessing young children.

COURSE USE

May serve as a text in such courses as Preschool Assessment, Early Childhood Assessment, Early Childhood Special Education, and Child Clinical Psychology.

CONTENTS

1. 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?
5. Can Professionals "Test without Tests" for Authentic Assessment?, with *Richard LeVan*
6. How Does Authentic Curriculum-Based Assessment Work?
7. Can Clinical Judgments Guide Parent–Professional Team Decision Making for Early Intervention?, with *Eileen McKeating-Esterly*
8. How Can We Effectively Assess for Severe Disabilities?, with *Pamela S. Wolfe and Richard Kubina*

9. How Can We Do Functional Behavioral Assessment with Preschoolers?, with *Richard Kubina, Pamela S. Wolfe, and Devender R. Banda*
10. What Are Proper Approaches to Detect, Classify, and Intervene for Temperament and Self-Regulatory Behavior Problems in Young Children?
11. How Should We Forecast and Plan for Kindergarten Transition and Early School Success?, with *Kimberly A. Blair*
12. How Can Authentic Program Evaluation Document Early Childhood Intervention Outcomes?
- Synopsis and Conclusions: What Are the Essential Best Practice Guidepoints for Authentic Assessment of Preschool Children?
 - Appendices

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