



Quality Assessments in Early Intervention Programs: Using the Battelle Developmental Inventory, Second Edition (BDI-2)

Angi Stone-MacDonald, PhD, University of Massachusetts Boston, angela.stone@umb.edu

Lianna Pizzo, PhD, University of Massachusetts Boston, lianna.pizzo@umb.edu

Zachary Price, MA, University of Massachusetts Boston, zachary.price001@umb.edu

Amanda Wiehe Lopes, MEd, University of Massachusetts Boston, amanda.lopes001@umb.edu

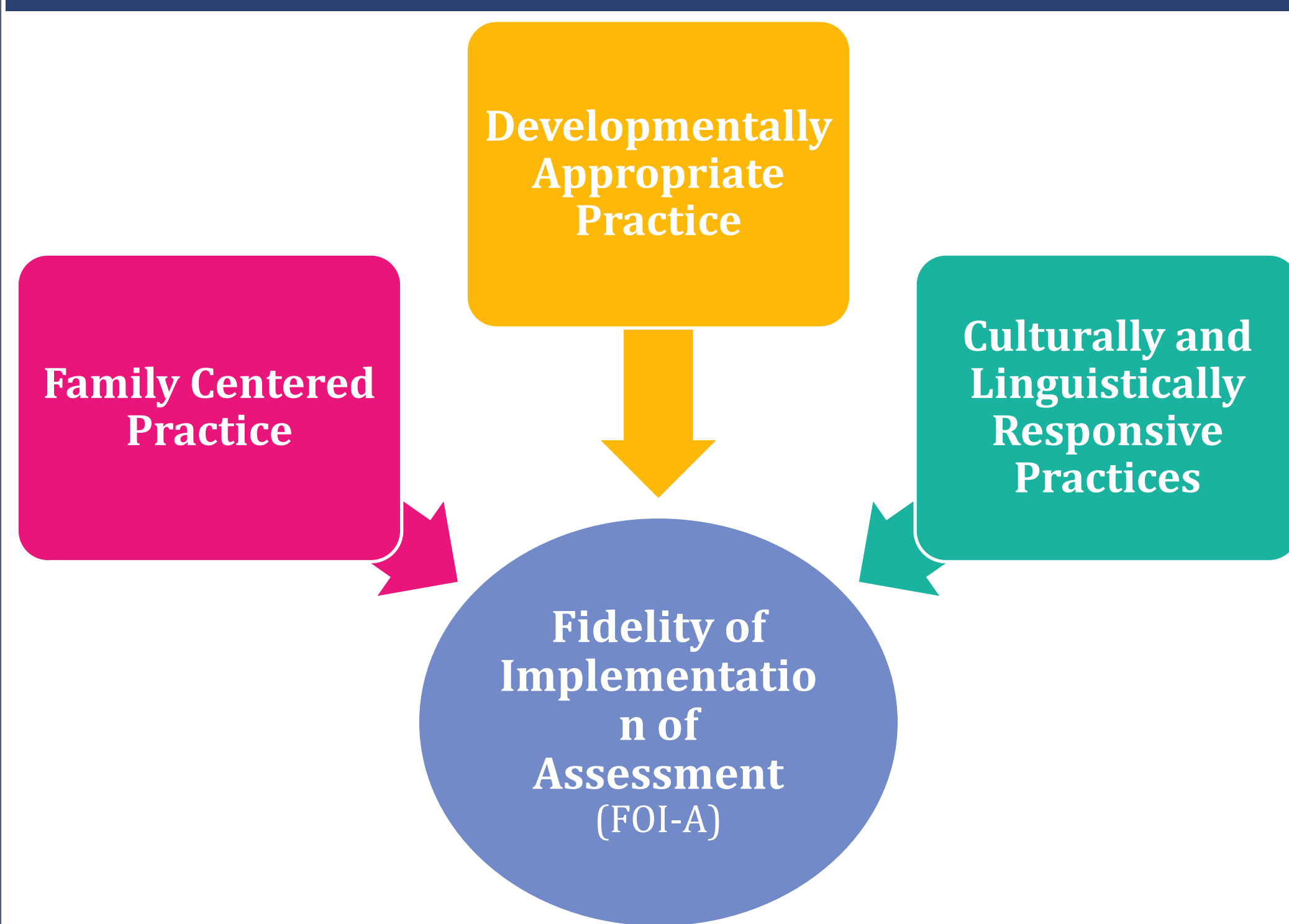


Purpose and Background

Identification of children for special education is a complex and high stakes process (NAEYC, 2009):

- Current research indicates that misidentification continues to be a persisting problem (Bal, Sullivan, & Harper, 2014)
- Some children may be receiving unnecessary services and others may not be getting needed services
- For young children, these complexities are magnified due to the increased difficulty in administering developmentally appropriate assessments and the current focus on standardized assessment

Theoretical Framework



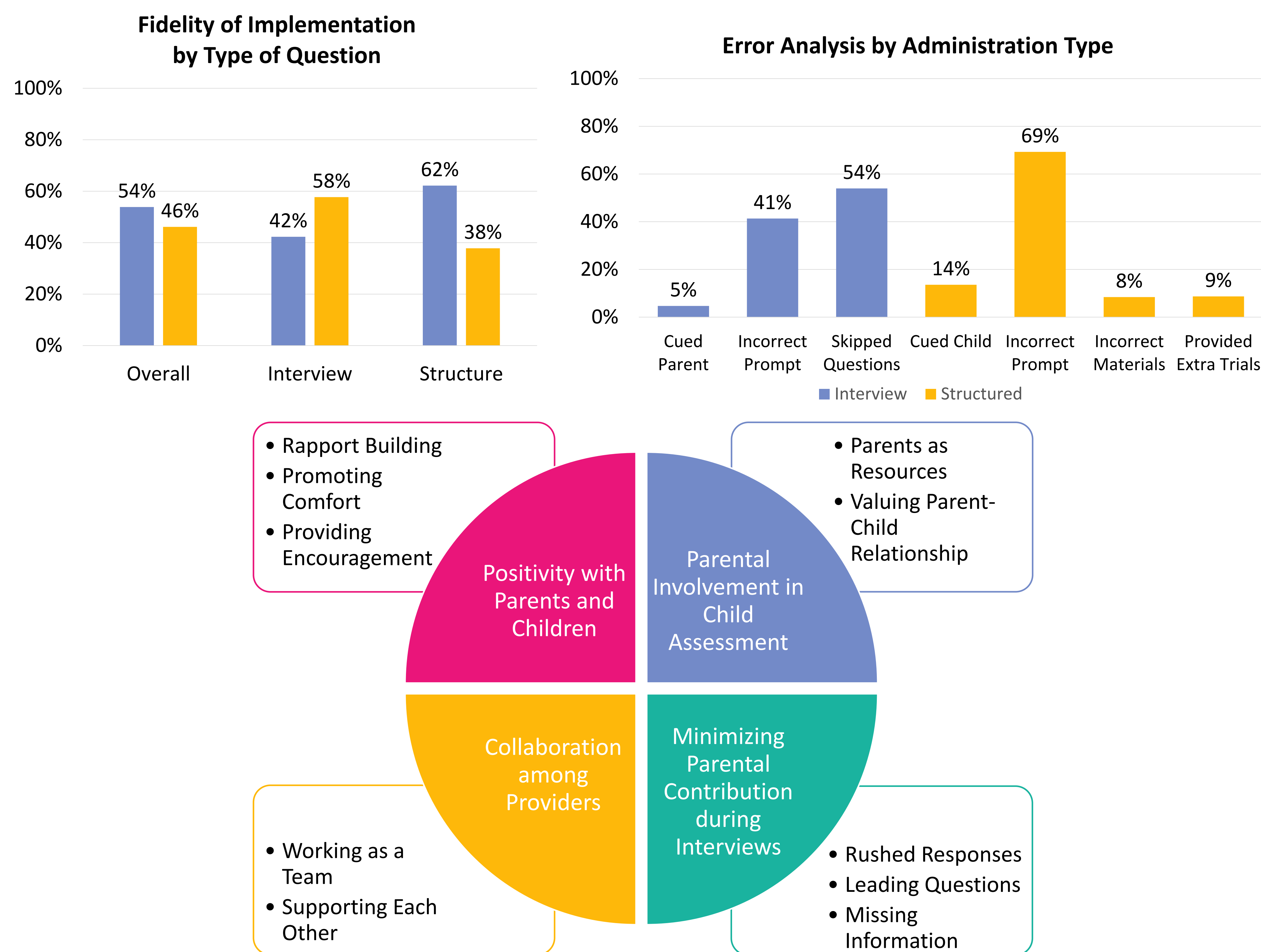
Research Questions

1. What was the level of adherence to standardization protocols when administering BDI-2 test items?
2. What were the quality of interactions between providers and families during the test session?

Acknowledgements

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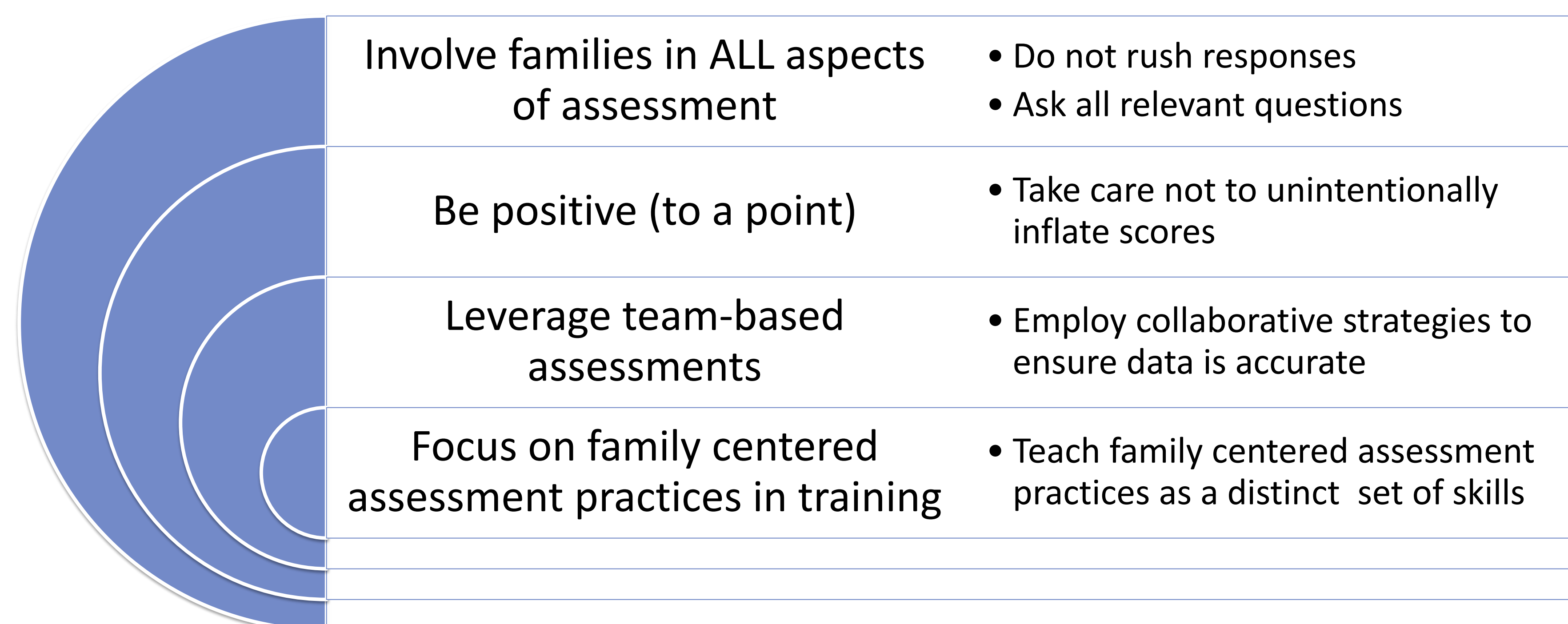
Results



Discussion

This study highlights the importance of looking at the assessment and eligibility processes in early intervention and special education.

High Quality Assessments in Early Intervention



Study Design

This study employed a qualitative case study (Stake, 2000). Participants included 20 assessment teams.

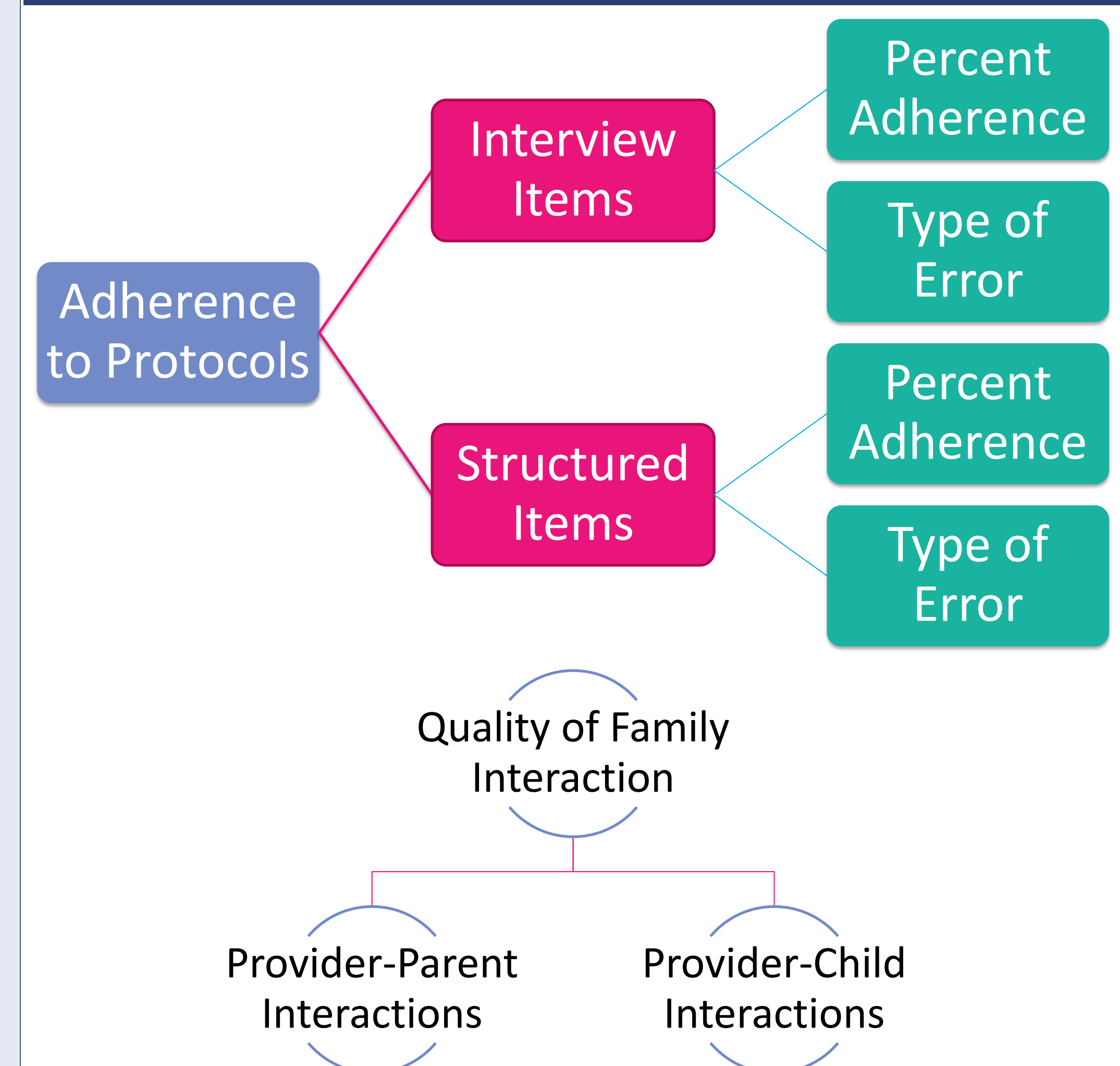
Quantitative Analysis:

- Coding for adherence to assessment protocol using an implementation checklist
- Coding by two coders with 95% interrater reliability

Qualitative Analysis:

- Directed content analysis informed by both the research literature and iterative coding based on new information
- Two levels of coding were completed examining provider-parent interactions and provider-child interactions

Analytic Frameworks



References

- Bal, A., Sullivan, A., & Harper, J. (2014). A situated analysis of special education: Disproportionality for systemic transformation in an urban school district. *Remedial and Special Education, 35*(1) 3-14.
- NAEYC. (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8: A position statement of the National Association for the Education of Young Children*. Washington, DC: NAEYC.
- Stake, R. E. (2000) Case studies. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research, Second Edition* (pp. 435-454). Thousand Oaks, CA: Sage Publications, Inc.