


THE EARLY CHILDHOOD EXAMINER'S SKILL CHECK

DR. JOHNNIE PETTIGREW
EDUCATIONAL DIAGNOSTICIAN
DENTON ISD DENTON, TX
PROFESSOR – DIAGNOSTICIAN PROGRAM
TEXAS WOMAN'S UNIVERSITY DENTON, TX



1

ABOUT ME

- One of the first teachers with Head Start as a senior in high school 1965
- In education for over 50 years
- No special education when I started teaching
- One of the first special education teachers in Texas
- One of the first kindergarten teachers in Texas public schools
- One of the first gifted education teachers in Texas
- I have been a diagnostician for over 30 years.

2

*LEARNING
OBJECTIVES*

IDENTIFY THE SKILLS NEEDED BY AN
EARLY CHILDHOOD EXAMINER

DESCRIBE THE SKILLS YOU ALREADY
HAVE AND HOW YOU CAN USE THEM

ASSESS HOW THE BDI-3 HELPS YOU
USE THESE SKILLS

3

AGENDA

THE EC EXAMINERS'S SKILL
SET

CHARACTERISTICS OF EACH
SKILL

ALL IN ONE PACKAGE!

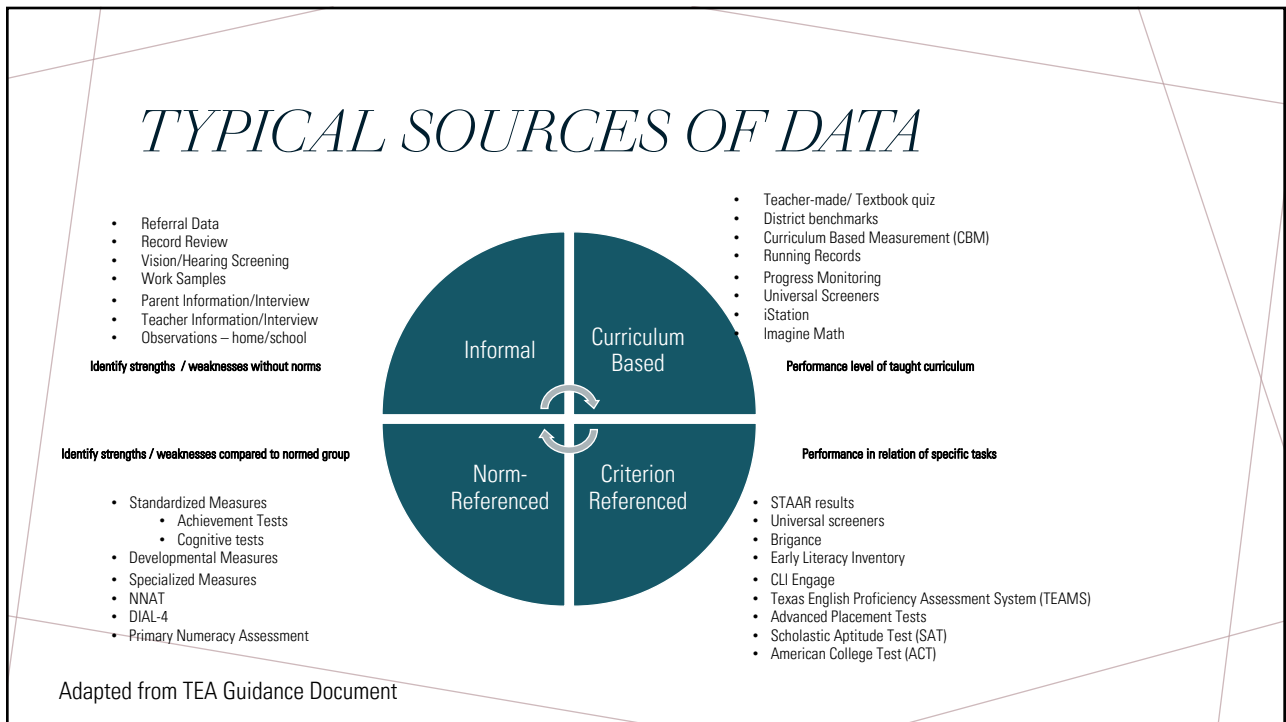
4



EARLY CHILDHOOD ASSESSMENT: THE NEVER ENDING PUZZLE

This image by Unknown Author is licensed under CC BY-ND

5



6



*YES. THOSE
ARE THE
STOCK OF MY
TRADE AND I
USE THEM FOR
SCHOOL
REFERRAL!*

7



*WHEN YOU GET
THAT EC
REFERRAL DO
YOU EVER GO
INTO PANIC
MODE?*

8



9

*THREE
SKILLS YOU
ALREADY
HAVE!*

OBSERVING

INTERVIEWING

STANDARDIZED
ADMINISTRATION

10



11

AGENDA

THREE SKILLS YOU ALREADY HAVE

CHARACTERISTICS OF EACH SKILL

WHAT DATA DO WE NEED

WHAT DATA DO WE GET

AND HOW DO WE GET IT

12



13

CHARACTERISTICS OF OBSERVATION

- MAY BE CONDUCTED IN THE CLASSROOM OR DURING PLAY IN THE TESTING ENVIRONMENT
- NOT SOMETHING YOU SHOULD DO IN A QUICK FIVE-MINUTE SESSION
- FOCUSED ON THE CHILD ALTHOUGH FOR SOME TYPES OF OBSERVATIONS YOU MAY DO AN OBSERVATION OF A TYPICAL CLASSMATE FOR CONTRAST
- MAY BE DEVELOPMENTAL IN NATURE
- MAY BE BEHAVIORAL IN NATURE

14



DATA WE NEED

- REFERRAL QUESTION
- LANGUAGE
- PHYSICAL
- SOCIOLOGICAL
- SOCIAL EMOTIONAL
- COGNITIVE
- ADAPTIVE BEHAVIOR
- ACADEMICS
- ASSISTIVE TECHNOLOGY

15

OBSERVATION – WHAT DATA DO WE GET?

- REFERRAL QUESTION
 - OBSERVATIONS RELATED TO THE REFERRAL QUESTIONS
- LANGUAGE
 - LANGUAGE THE CHILD IS USING
 - ANY COMMUNICATION STRATEGIES USED BY THE STUDENT
 - RECEPTIVE LANGAUGE SKILLS
 - EXPRESSIVE LANGAUGE SKILLS
 - INTELLIGIBILITY
 - PRAGMATIC LANGAUGE SKILLS

16

OBSERVATION – WHAT DATA DO WE GET?

- PHYSICAL
 - INFORMAL OBSERVATION OF VISION AND HEARING
 - GROSS AND FINE MOTOR SKILLS
 - DIFFICULTY WITH MOVEMENT IN THE ENVIRONMENT
 - GETTING IN AND OUT OF THE CHAIR
 - SITTING IN CIRCLE TIME
- SOCIOLOGICAL
 - LANGUAGE USED BY THE CHILD

17

OBSERVATION – WHAT DATA DO WE GET?

- SOCIAL EMOTIONAL
 - INITIATION OF SOCIAL INTERACTIONS
 - SUSTAINING SOCIAL INTERACTIONS
 - BEHAVIOR
 - AUTISM CHARACTERISTICS
 - ADHD CHARACTERISTICS
 - EMOTIONAL DISTURBANCE CHARACTERISTICS
- COGNITIVE
 - FOR A YOUNG CHILD THE FOCUS IS DEVELOPMENTAL AND THROUGH PLAY.
 - GATHER INFORMATION ABOUT THE CHILD'S PLAY SKILLS.

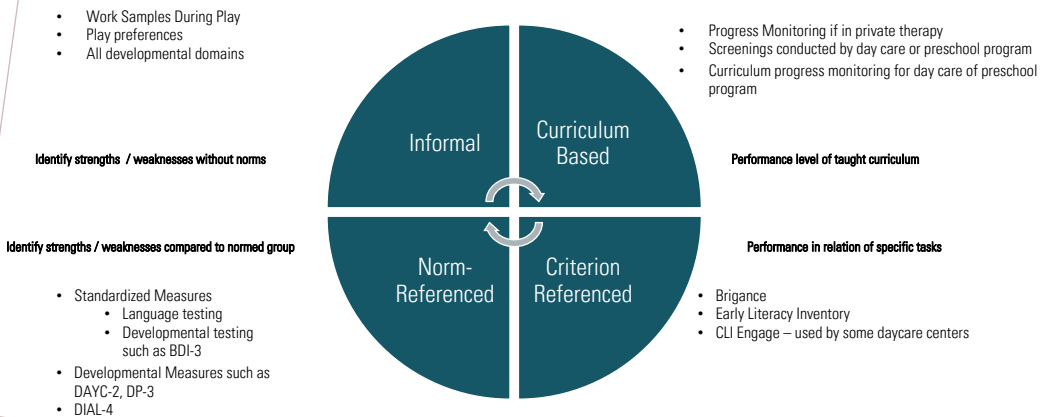
18

OBSERVATION – WHAT DATA DO WE GET?

- ADAPTIVE BEHAVIOR
 - WE KNOW THAT PRESCHOL AGED CHILDREN ARE ACQUIRING SELF-CARE SKILLS.
 - GATHER INFORMATION ABOUT TOILETING, FEEDING SELF, DRESSING, AND SAFETY.
- ACADEMICS
 - FOCUS IS ON READINESS SKILLS
- ASSISTIVE TECHNOLOGY
 - HOW THE CHILD MAKES HIS/HER WANTS AND NEEDS KNOWN.
 - ANY ASSISTIVE TECHNOLOGY (EVEN LOW TECH) THAT IS BEING USED

19

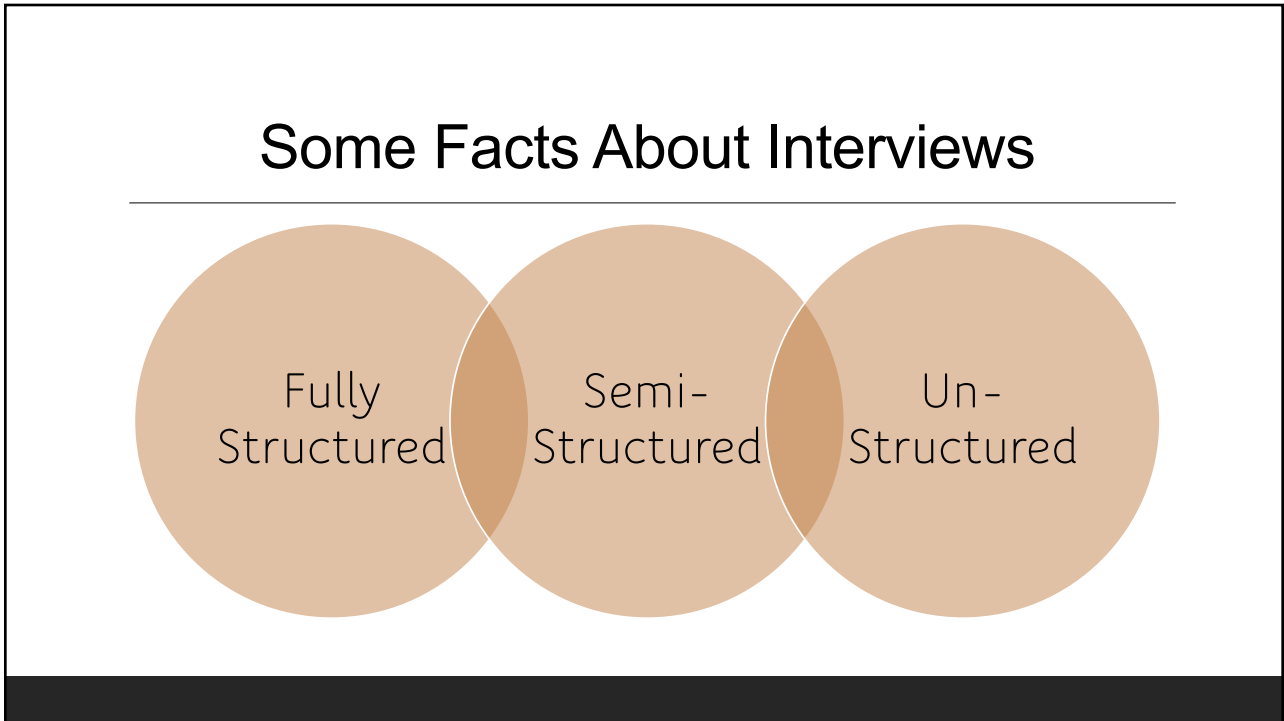
OBSERVATIONAL DATA



20



21



22

Some Facts About Interviews



Fully
Structured

All questions are delivered to each respondent consistently, regardless of their responses.

23

Some Facts About Interviews



Semi-
Structured

There are some set questions that are delivered to all respondents. However, other questions vary depending on earlier responses.

24

Some Facts About Interviews

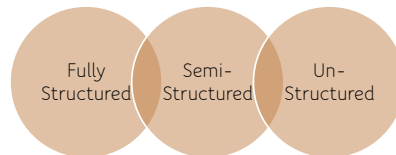


Un -
Structured

An exploratory interview
with few or no set
questions.

25

Some Facts About Interviews



As assessment specialist I have participated in at least two interviews.

1. When I was hired as a classroom teacher
2. When I was hired as an educational diagnostician

26



Fully Structured

27

Classroom Teacher Position

- Organization
- Discipline
- Dealing with the struggling student
- Building rapport with parents
- What support would you need from administration?
- How would you differentiate for a special education student in your class?

28

Diagnostician Position

- Organization
- A difficult ARD
- What support do you anticipate you will need?
- What would you use for an SLD referral?
- What information would you want general education to give to you when you receive a referral?

29

Commonalities



A TEAM INTERVIEW



TEAM MEMBERS INCLUDED THOSE IN A SUPERVISORY CAPACITY AND STAFF DOING THE JOB FOR WHICH YOU WERE APPLY



RUBRIC

30

Differences

- The skill set being evaluated

31

Semi-Structured



32

Semi-Structured

There are some set questions that are delivered to all respondents. However, other questions vary depending on earlier responses.

A B C

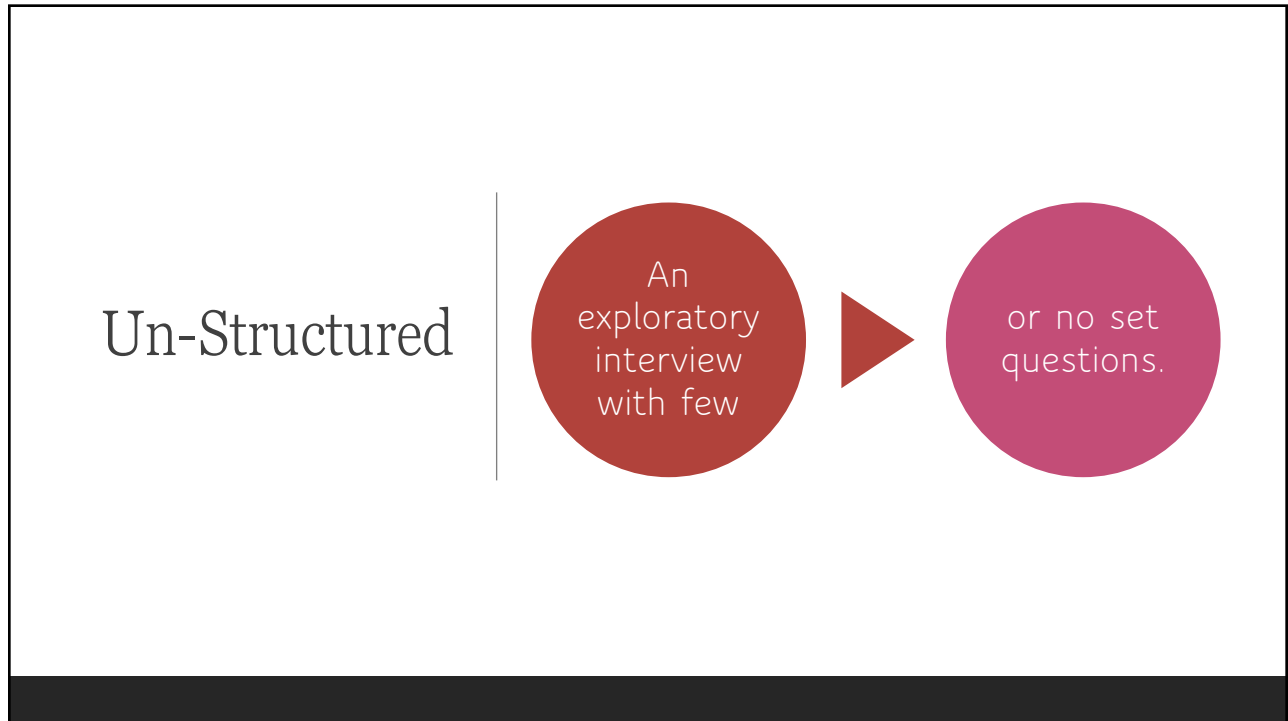
"Punishment Fits the Crime"

33

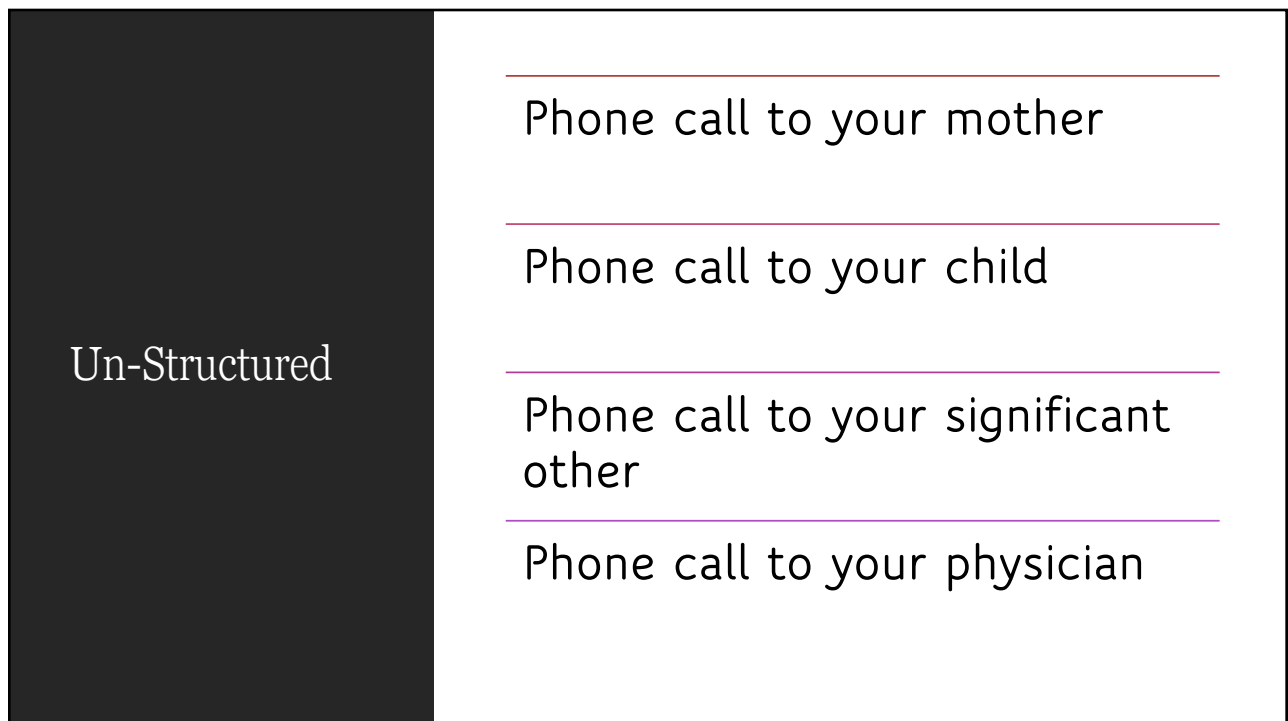
Un-Structured



34



35



36

Different But
Still the Same

Plan or Goal

37

Planning for the Interview

Clarify the Objective of the Interview

- What is it you want to know and why?
- What is the information being used for?
- What direction do you want to take?

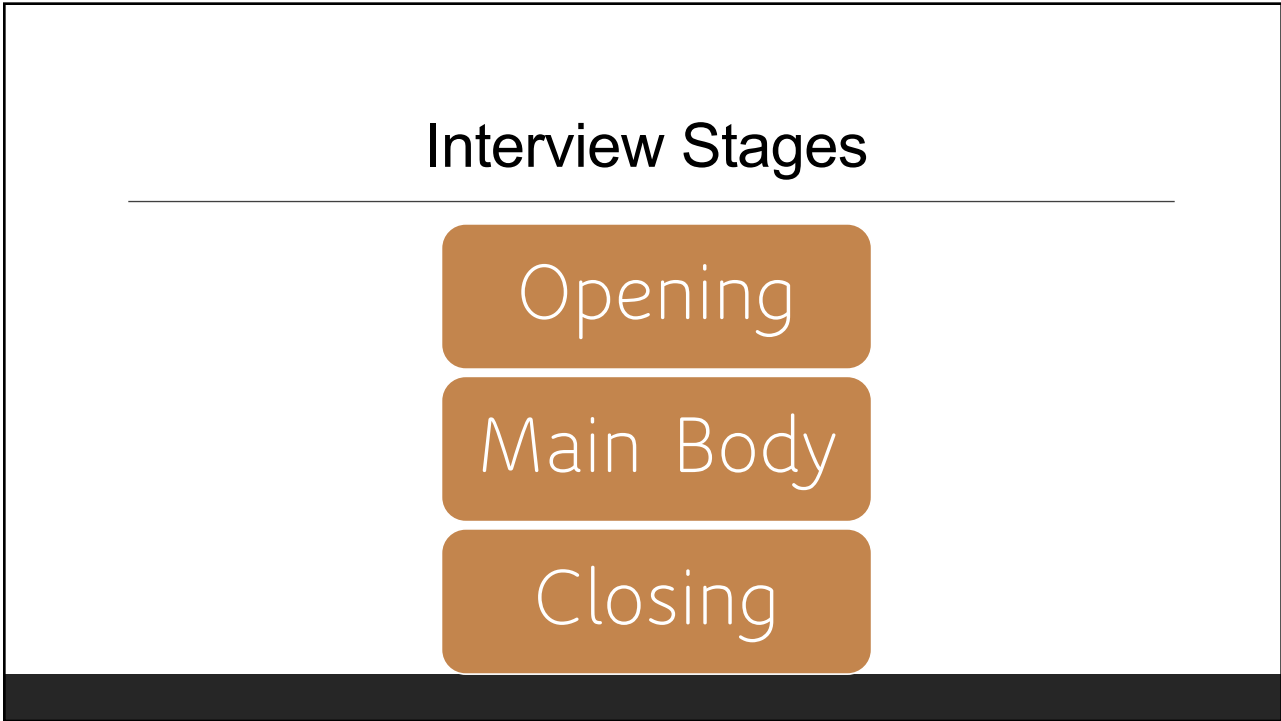
Specify the Information Needed to Achieve Those Objectives

- Will different responses affect the direction taken?
- Is it important, or are you just curious?
- Have you defined the terms? Is there an established term? Clarify and/or define it.

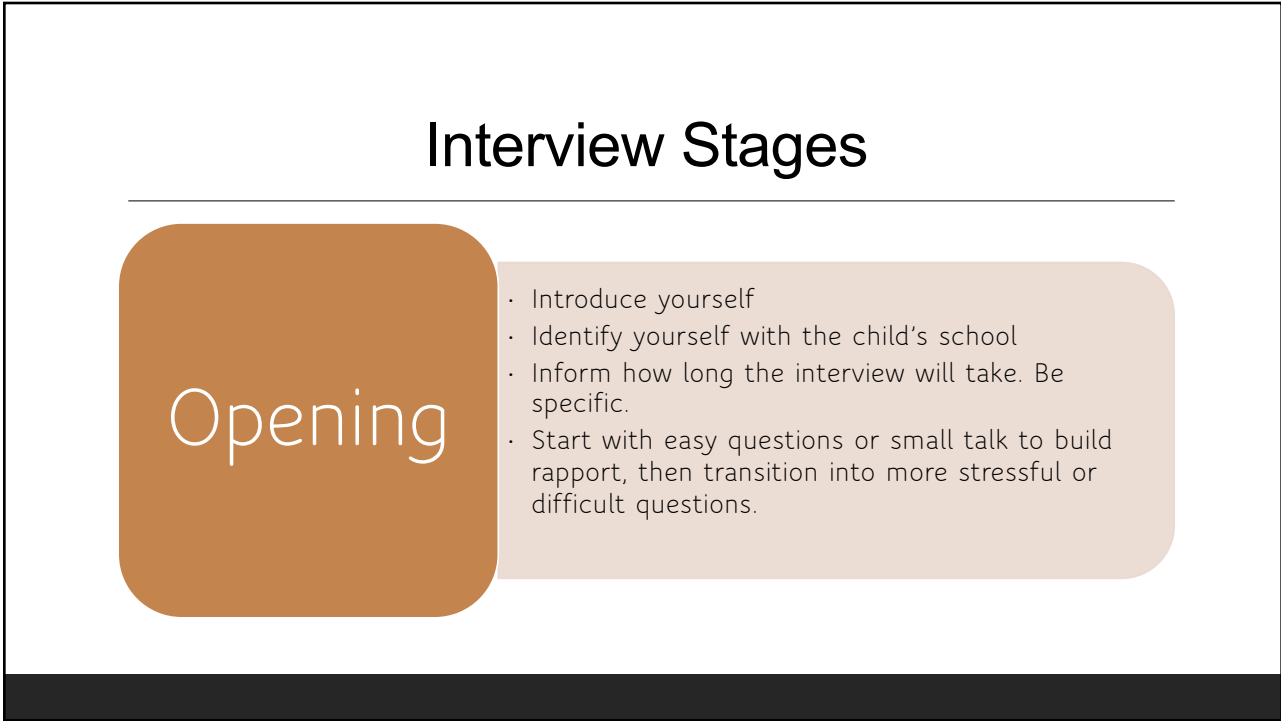
Formulate Concrete Questions Designed to Obtain the Information

- Serves as a guide to help you stay on track
- If you decide to probe a response, think about where it will take you, and whether you will need to return to where you digressed
- Open-ended or closed question?

38



39



40

Interview Stages

Main Body

- Develop the main three and explore the responses.
- Move from general information to more specific information.
- Begin with the least threatening content to establish rapport and trust building before exploring more sensitive areas.

41

Interview Stages

Closing

- Wind down gradually, rather than an abrupt ending.
- Consider recapping key themes.
- If appropriate, ask if they have any questions for you.
- Thank the respondent for the information they shared about their child.

42

Questions

Open
Ended

Closed-
Ended

43

Questions

Open
Ended

- Useful when the interview is exploratory or when the emphasis is on discovering the respondent's perspective.
- Can motivate by allowing free association, giving recognition, and allow the interviewer to be a sympathetic listener.
- Disadvantage is that a lot of irrelevant information may be obtained.
- Useful in understanding the chronological order of events.

44

Questions

Close
Ended

- More readily used when the objectives of the interview are known.
- Useful for more reluctant respondents, (whether for reasons of motivation or language), or for those giving information not particularly important to them.
- Usually preceded by open-ended questions, which provide a sense of context in which the question is being asked.

45

Recommendations:

Open-Ended

Close-Ended

- Use broad, open-ended questions when you begin your dialogue. These are the least leading.
- Move from open to more specific (close-ended) when necessary.
- A combination of both is required to get the bigger picture as well as clarification of important details.

46

Probing Questions

A probing question is a question that follows up on answers to a previous question. These can be used to:

- Clarify or search for a reason behind a previous answer.
- Search for inconsistencies.
- Revisit responses from an earlier interview.

47

Clarifying/Elaborating

- "Can you tell me more about ...?"
- "Could you explain a little more about ...?"
- "Can you give me an example?"

Expanding/Encouraging

- "Then what happened next?"
- "Uh, huh, "I see", "go on", "please continue"

Checking Consistency

- "You said ___ but now you have told me ____" Can you explain?

Revisiting

- "Let's go back to what you told me before about ____ In light of what you told me later,, can you tell me more about ____?"

48

Motivating Questions

A few factors may influence the respondent's motivation to respond. Threatening the respondent's ego will decrease their participation in the interview.

- I am trying to understand why you referred your child for an evaluation.

In contrast, making the respondent feel that you recognize the importance of their responses will increase their motivation to participate.

- I have information from school staff about your child. The missing piece in helping me develop a plan for assessing your child is your perspective.

49

Biased Questions

Biased questions are questions that will likely result in a skewed answer. These questions should be avoided as they can affect the whole structure of the interview as they may lead to hostile responses.

- You know that research indicates reading to your child before they start school is critical for the development of foundational reading skills, don't you?

50

Interviewer's Communication Style

- Interviews are often between strangers. This can result in a mis-match between the communication styles between the interviewer and the respondent.
- The communication style used by the interviewer needs to lead to a clear understanding between both parties.
- The interviewer often needs to adjust the complexity of their language, their vocabulary, and their use of jargon to build rapport and trust.
- Avoid using idioms, similes, metaphors, jokes, colloquialisms.
- NEVER assume a shared understanding of a term. Clarify to ensure your meanings are aligned.

51

Building Rapport

- Rapport is the relationship between two or more people who feel similar and/or relate well to each other. Rapport is important because it creates trust, which leads to a more open and honest interview.

52

Building Rapport

Method	Characteristic
Commonality	<ul style="list-style-type: none"> The technique of deliberately finding something in common with a person or in order to build a sense of camaraderie and trust. This is done through shared interests, dislikes, and situations (i.e., small talk).
Emotional Mirroring	<ul style="list-style-type: none"> Empathizing with someone's emotional state by being on 'their side'. It involves listening for key words, and then using similar valence words to show you understand what they have said. Both too little and too much emotional expression by the interviewer results in less disclosure by the respondent.
Posture Mirroring	<ul style="list-style-type: none"> Matching the one of the person's body language through mirroring the general message of their posture and energy (do NOT use direct imitation as this can appear to be mockery).
Tone and Tempo Mirroring	<ul style="list-style-type: none"> Matching the tone, tempo, inflection, and volume of a person's voice.
Non-Judgemental Attitude	<ul style="list-style-type: none"> The respondent will not open up if they feels that they are being judged.
Inviting Behavior	<ul style="list-style-type: none"> If anxious, make them feel invited by your gestures and body language. If they are intrusive into your body space, you can control the situation by suggesting, "Why don't you sit over there."

53

Non-Verbal Cues

Be aware of an individual's non-verbal cues to detect their mood at the beginning. Things to look for include:

- Territorial – avoids shaking hands, seats self by the door, invades your personal space
- Behavioral – eye contact, fiddling with pencils, relaxed
- Emotional (expressive) – posture, gestures, facial expression, eye contact, tone of voice

54

Active Listening

Levels	Characteristic
Level 1 - Non-Listening	<ul style="list-style-type: none"> • "It looks like I'm listening, but I am really not. I am somewhere else in my mind."
Level 2 - Passive Listening	<ul style="list-style-type: none"> • "I can hear what you are saying, but I am not engaging with what you are saying. I am just waiting to say my bit."
Level 3 - Active Listening	<ul style="list-style-type: none"> • "I am fully engaged in what you are saying (verbally and non-verbally), and I am attempting to see things from your point of view."

55

Reflecting, Paraphrasing, Summarizing

	Characteristic
Reflecting	<ul style="list-style-type: none"> • A verbal response to the respondent's emotions
Paraphrasing	<ul style="list-style-type: none"> • The interviewer chooses the most important details of what the respondent has just said and reflects them back.
Summarizing	<ul style="list-style-type: none"> • Summaries are brief statements of longer excerpts from the interview.

56

Active Listening Checklist

- Use inviting body language
- Do not appear distracted/detached during the interview
- Don't be rushed. Give the respondent time and space to talk. Allow for silence.
- Encourage clarification.
- Summarize, paraphrase, reflect
- Express understanding non-verbally – nod, smile, make eye contact
- Acknowledge the emotions of the respondent
- Admit when you don't understand.

57



INTERVIEW— WHAT DATA DO WE GET?

- REFERRAL QUESTION
- LANGUAGE
- PHYSICAL
- SOCIOLOGICAL
- SOCIAL EMOTIONAL
- COGNITIVE
- ADAPTIVE BEHAVIOR
- ACADEMICS
- ASSISTIVE TECHNOLOGY

58

INTERVIEW – WHAT DATA DO WE GET?

- REFERRAL QUESTION
 - INTERVIEW TO PROVIDE MORE FOCUS.
 - INTERVIEW TEACHER INFORMATION FORM.
- LANGUAGE
 - ASK PARENT ABOUT PRIVATE SPEECH THERAPY AND OBTAIN A RELEASE TO GET RECORDS AND COMMUNICATE WITH THE AGENCY.

59

INTERVIEW – WHAT DATA DO WE GET?

- PHYSICAL
 - INTERVIEW PARENT AND TEACHER ABOUT MOTOR SKILLS. OBSERVE THE CHILD ON THE PLAYGROUND AND IN THE CLASSROOM.
 - INQUIRE ABOUT OUTSIDE SERVICES FOR OT AND PT.
- SOCIOLOGICAL
 - BE CAUTIOUS IN STATING THAT THE CHILD HAS NOT HAD EDUCATIONAL OPPORTUNITY. THINK IN TERMS OF AGE APPROPRIATENESS. IT IS APPROPRIATE FOR A CHILD TO BE AT HOME WITH HIS.HER PARENT.

60

INTERVIEW – HOW DO WE OBTAIN THAT DATA

- SOCIAL EMOTIONAL
 - WE KNOW COVID HAS HAD AN IMPACT ON SOCIAL-EMOTIONAL DEVELOPMENT. SOME OF YOUR PRESCHOOL REFERRALS WILL HAVE NEVER KNOWN A WORLD THAT WAS NOT IN THE PANDEMIC. INQUIRE ABOUT SOCIAL INTERACTIONS BEFORE CHILD CAME TO SCHOOL.
 - REVIEW PARENT AND TEACHER INFORMATION FORMS. CONDUCT FOLLOWUP INTERVIEWS.
 - REVIEW THE REFERRAL QUESTION AND ASK ANY QUESTIONS THAT ARE RELATED TO CONCERNS HERE. EXAMPLES ARE CONCERNS ABOUT ADHD AND AUTISM.
- COGNITIVE
 - FOR A CHILD WHO IS IN SCHOOL, THERE ARE COGNITIVE ASSESSMENTS THAT CAN BE CONDUCTED INCLUDED THE WJ-IV ECAD AND THE KABC-2.
 - LOOK AT THE REFERRAL QUESTION. IS AN IQ TEST NEEDED TO ANSWER THE REFERRAL QUESTION?

61

INTERVIEW – WHAT DATA DO WE GET?

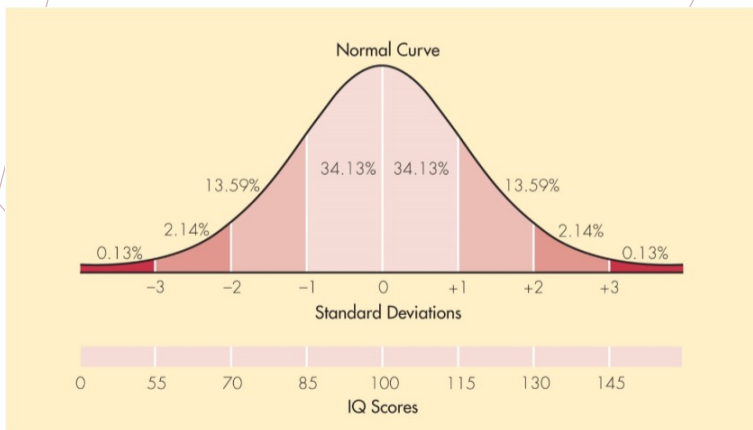
- ADAPTIVE BEHAVIOR
 - WE KNOW THAT PRESCHOOL AGED CHILDREN ARE ACQUIRING SELF-CARE SKILLS.
 - GATHER INFORMATION ABOUT TOILETING, FEEDING SELF, DRESSING, AND SAFETY FROM THE PARENT AND TEACHER.
- ACADEMICS
 - FOCUS IS ON READINESS SKILLS

62

INTERVIEW – WHAT DATA DO WE GET?

- ASSISTIVE TECHNOLOGY
 - INTERVIEW PARENT AS TO HOW THE CHILD MAKES HIS/HER WANTS AND NEEDS KNOWN.
 - IF THE CHILD IS IN PRIVATE SPEECH, GET PERMISSION TO TALK WITH THE PRIVATE SLP
 - OBSERVE THE CHILD IN THE CLASSROOM

63



STANDARDIZED TESTING

64



65

*STANDARDIZED
TESTING—
DATA WE NEED*

- REFERRAL QUESTION
- LANGUAGE
- PHYSICAL
- SOCIOLOGICAL
- SOCIAL EMOTIONAL
- COGNITIVE
- ADAPTIVE BEHAVIOR
- ACADEMICS
- ASSISTIVE TECHNOLOGY

66



67



68

*BATTELLE
DEVELOPMENTAL
INVENTORY 3RD EDITION*

PLAY BASED ASSESSMENT THAT USES CHILD-FRIENDLY ITEMS
AND TOYS

WITH UMPH!
(‘CAUSE IT IS TESTER-FRIENDLY!)

- OBSERVATION
- INTERVIEW
- STRUCTURED TASKS



69



*BATTELLE
DEVELOPMENTAL
INVENTORY 3RD EDITION*

PLAY BASED ASSESSMENT THAT USES CHILD-FRIENDLY ITEMS
AND TOYS



70

BATTELLE DEVELOPMENTAL INVENTORY 3RD EDITION



1984 2020

71

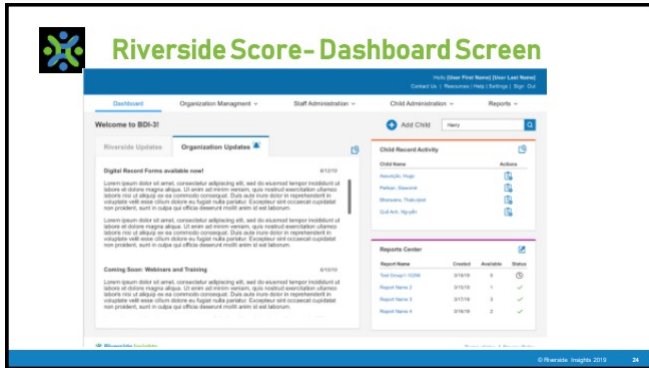
BATTELLE DEVELOPMENTAL INVENTORY 3RD EDITION

- UPDATED
 - NEW SKILLS ITEMS ACROSS DOMAINS
 - Adaptive Behavior
 - Personal-Social
 - Communication
 - Motor
 - Cognitive
 - NEWLY STRUCTURED STIMULUS
 - SCORING ONLINE
 - MOBILE! – CAN BE GIVEN ON THE IPAD



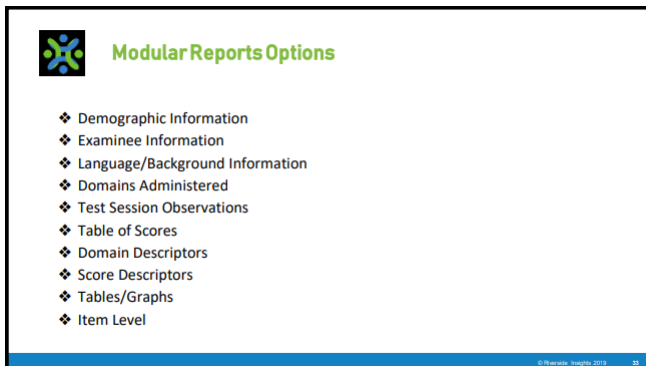
72

BATTELLE DEVELOPMENTAL INVENTORY 3RD EDITION




75

BATTELLE DEVELOPMENTAL INVENTORY 3RD EDITION



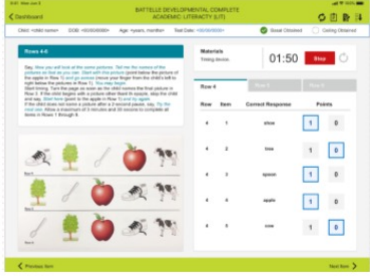
76

BATTELLE DEVELOPMENTAL INVENTORY 3RD EDITION

 Riverside Score Mobile Data Solution- Academic

Includes:

- Tally Functionality
- Basal & Ceiling Indicators
- Timing Device



Row #	Item	Correct Response	Points
4		Apple	1
4		Banana	1
4		Carrot	1
4		Cupcake	1



77

WRAPPING IT ALL UP

Dr. Johnnie Pettigrew

jpettigrew@dentonisd.org



78



79