

Carolina Curriculum for Infants and Toddlers with Special Needs (CCITSN) **HANDOUT for Online Course**

PRINT this handout before starting the course. You can fill in the blanks as you work through the course. Then you will have an outline of the key concepts to use as you complete the quizzes and to keep as a reference for later. You also will be able to record your ideas and answers to questions prior to continuing to the next screen in the section.

Introduction to the Course

Reminder

You must have a copy of the two materials listed below before starting the coursework.

- *The Carolina Curriculum for Infants and Toddlers with Special Needs (CCITSN, 3rd Edition)* [also referred to as the “manual”]
- A blank copy of the *CCITSN Assessment Log and Developmental Progress Chart* [also referred to as the “protocol”]

Both may be purchased from www.brookespublishing.com.

Purpose of Course

The purpose of the CCITSN Online Course is to provide:

- Self-paced accessible training for those who need to assess and monitor young children’s developmental status.
- Accurate, timely, and valid measures of child progress in fulfillment of federal and state laws.

Training Outcomes

During completion of this course, you will practice:

- Accurately assessing children’s present developmental status using the CCITSN.
- Accurately scoring the CCITSN and reporting scores for curriculum sequences on the Developmental Progress Chart.

Workplace Outcomes

After completion of this course, you will be able to:

- Collect relevant developmental information about a child to communicate with the family and others on the Individual Family Service Plan (IFSP) team.
- Use collected information to plan for child progress.
- Plan periodic assessments and monitor ongoing progress.

Section 1: Introduction to the CCITSN Assessment

About the CCITSN

- Authors: Nancy M. Johnson-Martin, Ph.D.; Susan M. Attermeier, Ph.D.; PT, Bonnie J. Hacker, M.H.S., OTR/L
- First edition (1986) developed due to lack of early intervention materials
- Focused on children birth-24 months and those with significant disabilities
- Tried to accommodate uneven development across domains
- 3rd edition (2004) focuses on child as part of family unit
- Assumes professionals will partner with parents
- Assumes professionals will share information with each other and allow roles to blur as appropriate
- Covers birth to 36 months; divided into 24 sequences
- Integrates curriculum with *Carolina Curriculum for Preschoolers with Special Needs* (2nd edition, 2004), which covers skills 24 – 60 months
- Skill sequences and items identical in both curriculums for 24-36 months
- Published by Brookes Publishing Co.
- Manual and protocols (Assessment Logs) available for purchase from www.brookespublishing.com
- Assessment Logs must be purchased for EACH child; can be used at least 4 times per child

Meet Anna

- 22 months old
- Anna's mother—Cynthia; father—Tim
- Objective observations about Anna (What I saw and heard in video clips):

- Materials I might use to assess Anna:

Section 2: CCITSN Nuts & Bolts

General Characteristics of CCITSN

- Based on normal development; does not assume even development across domains
- Transdisciplinary model; great for teams
- Free of technical terms; family-friendly
- Compatible with IFSP domains
- Needs least adaptation for children with mild or moderate impairments

Special Characteristics

- Cognitive portions based on Piagetian theory
- Behavioral theory used to construct items
- Adaptive functional skills emphasized to promote planning for child progress
- Items arranged in age intervals to account for individual development and to give logical sequences for skill development
- Suggestions for modifications for children with motor, vision, and hearing impairments at beginning of each curriculum sequence and in Appendices
- Criterion-referenced for determining child mastery of items

Latest Editions of CCITSN & CCPSN

- Overlap of curriculum sequences for smooth transition from CCITSN to CCPSN
- Some language and cognitive sequences combined
- Themes of literacy, music, and play incorporated; emphasis on functional activities
- Assessment Logs available on CD (English) and online (English and Spanish)
- Useful in home or center-based settings

Appropriate Uses of CCITSN

- Determine child's initial status
- Plan and implement intervention
- Monitor progress

CCITSN Components: Manual

- First 4 chapters and Appendices informational
- Pp. 83-462 = Skill items: divided into 6 Sections/5 domains
 - Personal-Social
 - Cognition
 - Cognition/Communication
 - Communication
 - Fine Motor
 - Gross Motor
- Curriculum sequences: 24 within above sections; divided according to concept areas
- Each skill item has 4 components:

- Recommended materials for assessment
- Recommended procedures
- Daily routines within which item can be assessed
- Criterion statement for accurate item scoring

CCITSN Components: Assessment Log

- Cover: Child information, assessor information, scoring keys
- Inside cover: domains & curriculum sequences listed
 - How many domains are there in all?
 - Which two domains are also combined?
 - How many curriculum sequences are there?
- Pages: columns provided for:
 - Age intervals of skill items
 - Skill items, lettered
 - 4 separate assessment periods for one child, with space for date at top
 - Notes about child’s performance
- Copy of Assessment Log included in manual, pp. 53-76

CCITSN Components: Developmental Progress Chart

- Last two pages of Assessment Log
- Space to indicate color-coded dates of assessment, child’s name, assessor’s name
- Domains and curriculum sequences listed in left columns; skill items organized by age intervals
- *What is different about the top and bottom pages of the Chart?*
- Features:
 - Able to use different color pencil or highlighter to indicate items met or emerging for each assessment date
 - Easy to see progress
 - Easy for families to understand
 - Easy to see approximate developmental age level of child for each curriculum sequence

Find Some CCITSN Items

Record the CCITSN item number and letter for each skill listed below.

_____ Shares with peers

_____ Finger feeds

_____ Completes simple puzzles

_____ Names most common objects

_____ Engages in conversation for several turns

_____ Stands alone

Section 3: CCITSN Tool Belt

Recommended Methods for Gathering Child Information

- 1.
- 2.
- 3.

Major Steps in Assessment

Step 1a: Preparation

- Become familiar with *skill sequences above and below child's chronologica/developmental age*; use manual to clarify particular skills and procedures.
- Review child's available records from *multiple sources* to learn areas of strength and those of concern.
- Enter *assessment date* in first open column on Assessment Log pages.
- *Assemble materials* needed, in case unavailable in child's environment. Recommended to use familiar materials when possible.

Why is it important to use materials in the **child's natural environment** instead of taking your own kit with everything in it that you might need?

Step 1b: Parent/Caregiver Interview

- *Familiarize parents* with procedures and purposes of assessment & answer questions.
- *Affirm parents' expertise* and knowledge of child.
- Inform parents it may be necessary to *ask about daily activities* difficult to observe.
- Conduct *interview* to gain information for assessment.
- Use interview info to *complete as much as possible* of Assessment Log, especially Personal-Social domain. Use clinical judgment to confirm parent report through multiple observations of behavior/skill.

Step 2: Child Observation

- Select *comfortable play area*, free from other distractions.
- Conduct at least *15-20+ minute observation* to determine:

- Child's general developmental status; and
 - Skills child has mastered that can be credited in Assessment Log.
- Use notes column to document observations as needed
- *Maintain comfortable rapport* with child and parent. Affirm child's cooperation.
 - *Enter scores* in Assessment Log for all items observed that meet criterion.

How will it help you to thoroughly know your Assessment Log items during this observation?

Step 3: Directed Assessment

- Instruct parent to do activities with child or do activities yourself.
- *Assess all remaining items* (developmentally appropriate) not already scored from interview or observation.
- Within EACH curriculum sequence, *administer items until child passes all lettered items at one age level. Continue* assessing until child *misses all items* at a *higher age interval*.
- Re-check for correct scoring and item completion before going on to Step 4.
- Generally may *complete CCITSN in 60-90 minutes*, depending on child's age, skill level, and attention.

Scoring

- Scoring code on front cover of Assessment Log.

For EACH curriculum sequence:

- Establish a basal, or *oldest* age interval in sequence at which *ALL items are passed (+)*.
- Administer all items developmentally above age interval at which all items are passed, to establish emerging age interval.
- Establish ceiling, or *youngest* age interval in sequence in which child *misses all items (-)*.
- For shallow age intervals (only 1 or 2 items), conduct additional testing as you deem necessary to establish basal or ceiling.

Step 4: Developmental Progress Chart

- Find chart on last two pages of Assessment Log.
- Date chart for assessment conducted.
- Fill in the oval next to date with colored marker/pencil to be used for assessment results.
- Color each square according to score for that item.
 - For items marked +, fill in entire square.
 - For items marked -, leave square blank.

- For items marked +/-, color top diagonal of square.
- Within each sequence, fill in all squares preceding age interval in which all items were passed.

Section 4: Applying What You Know-Sharpening Your Assessment Skills

Anna: Observation Notes

- How many of Anna's skills that you marked on your protocol were mentioned in your notes from the beginning of this module?
- The video was a quick look at Anna across four different settings. Were you surprised that such a brief encounter can still show you snippets of what Anna can do, who she is, and how she is supported by family and other adults in her world?
- Based on your observations, name one area of strength for Anna.

Reminders

- Don't judge too quickly.
- Use *Procedures and Criterion* sections in manual for each item to assist in scoring.
- Use your own expertise and experience.

- Look for *multiple opportunities* to assess child's skills in his/her natural environments and across activities.
- Look for *individual variations* in each child as to how he/she exhibits skills.
- Be aware that examples given in manual are *descriptions of possible responses*. The example need not always be present to give credit.

Mikaela: Observation Notes

Cole: Observation Notes

Section 5: Assessment Skills-Additional Practice

Review

- Chapter 4
- Scoring key on cover of Assessment Log

Logan: Observation Notes

Score Curriculum Sequences

Remember, for EACH curriculum sequence:

- Establish a basal, or the age interval in the sequence at which *ALL items are passed* (+).
- Administer all items developmentally above the age interval at which all items are passed, to establish the emerging age interval.
- Establish a ceiling, or the age interval in the sequence at which the child *misses all items* (-).
- For shallow age intervals (only 1 or 2 items), conduct additional testing as you deem necessary to establish a basal and/or a ceiling.
- You can score all items chronologically YOUNGER than the basal as (+) for EACH curriculum sequence.
- You can score all items chronologically OLDER than the ceiling as (-) for EACH curriculum sequence.

Basal & Ceiling Scoring Practice

1. *Self-Regulation & Responsibility*

Basal age interval:

Emerging skills age interval(s):

Ceiling age interval:

2. *Interpersonal Skills*

Basal age interval:

Emerging skills age interval(s):

Ceiling age interval:

6-I. *Visual Perception: Blocks & Puzzles*

Basal age interval:

Emerging skills age interval(s):

Ceiling age interval:

6-II. *Visual Perception: Matching & Sorting*

Basal age interval:

Emerging skills age interval(s):

Ceiling age interval:

7. *Functional Use of Objects & Symbolic Play*

Basal age interval:

Emerging skills age interval(s):

Ceiling age interval:

Quiz 5: More Scoring Practice

Observation Notes for Logan

21. *Visual-Motor Skills*

Basal age interval:

Emerging skills age interval(s):

Ceiling age interval:

22-I. *Upright: Posture & Locomotion*

Basal age interval:

Emerging skills age interval(s):

Ceiling age interval:

22-III. *Upright: Ball Play*

Basal age interval:

Emerging skills age interval(s):

Ceiling age interval:

Section 6: Planning for the IFSP

CCITSN provides information to assist in:

- Selecting educational objectives (emerging skills and next skills in sequences)
 - Consider priorities for daily functioning & family's priorities
 - Consider next skills for daily routines
 - Consider next skills for child's various settings
- Developing activities to meet objectives (Procedures guidelines)
- Determining when child has mastered skill (Criterion guidelines)

Next Steps for Anna

Next skills for gross motor curriculum sequence 21-I. Upright: Posture & Locomotion:

1.

2.

3.

Next steps for Anna for curriculum sequence 13. Verbal Comprehension (3-24 months):

- 1.
- 2.
- 3.

Next steps for Anna for curriculum sequence 14. Conversational Skills (3-21 months):

- 1.
- 2.
- 3.

Next steps which could be included for Anna *during meal times* for curriculum sequence 13. Verbal Comprehension:

- 1.
- 2.
- 3.

Next steps which could be included for Anna *during meal times* for curriculum sequence 14. Conversational Skills:

- 1.
- 2.
- 3.

Next steps which could be included for Anna *during bath time* for curriculum sequence

13. Verbal Comprehension:

1.

2.

3.

Next steps which could be included for Anna *during bath time* for curriculum sequence

14. Conversational Skills:

1.

2.

3.

Guide Parents

Remind parents when implementing activities with their child to:

- Allow plenty of time for child responses during activities
- Repeat activities several times
- Use simple language.