Authentic Assessment

“Authentic assessments are naturalistic methods used to obtain functional, contextual information relevant to learning in routine activities.”

(Kelley, LaRocco, & Cassell, 2009)

More Thoughts...

• Authentic Assessment, calls for the interdisciplinary fields to “abandon de-contextualized testing practices.”

• Use measurement techniques that capture authentic portraits of the naturally occurring competencies of young children in everyday settings and routines.

  (Bagnato, 2007)

Functional Assessments

✓ Curriculum Based Assessments
✓ Performance Based Assessments
✓ Observations
Function

• The dynamic relationships among persons, their activities/tasks/routines, and their environments

- Biological and physiological
- Abilities and skills
- Preferences (e.g., values, interests, goals)
- Experiences

- What people do
- Activity, task, or routine -characteristics -demands
- Developmentally appropriate

• Physical
• Social
• Cultural
• Political
• Economic
• Institutional

Child
Task
Environment
Challenges TAPIR Addresses

Authentic Assessment Strategies
- In Context
- Functional
- Relevant Information
- Team Collaboration
- Shared Outcomes (Goals)

Recommended Practice

OR does it look like . . .

Assess  IEP  Implement
Assess  IEP  Implement
Assess  IEP  Implement
Assess  IEP  Implement

OR Maybe . . .

Child
OT
PT
PT
Teacher
Discipline-Free Plans & Practices

- Practices driven by consensus decision making and shared goals that “avoid the parochial practices of retaining separate goals and decision authority by each discipline.”
- “Reach beyond the traditional boundaries of practice to integrate a range of services in order to meet multiple and complex needs.”
- “Purposefully identify and pursue a unified set of goals.”

Functional goals are not based only on the identification of a deficit or problem. Rather, the goals are determined by what is currently relevant for the child.

When writing goals . . .

Focus on the three child behaviors of Engagement, Independence, Social relationships. Remember that goals do not belong to domains of:

Access & Participation!
Assessing within routines allows us to write goals that are “functional” or goals that the child needs to use in their daily life.

Utility of TAPIR

- Functional Goals
- Corroborates other assessments
- Variety of preschool settings
- User friendly
- Discussion Tool (role release)
- Prioritize and Plan Intervention
- Transitions

Participation looks like . . .

Arrival / Dismissal
Participation in a typical preschool arrival/dismissal often includes: negotiating curbs or steps with belongings, putting on & taking off backpack or coat including clipping attached objects, pendulating sandals, and communicating or sharing news.

Bathroom
Participation in a typical preschool bathroom routine often includes: managing clothing, using the toilet and remaining dry throughout the day, requesting help if needed, and hand washing.

Circle
Participation in a typical preschool Circle routine often includes: sitting on the floor with the class, imitating movements and dancing to songs, attending to teacher/child speaking, taking turns, passing materials, answer questions, and comment.

Small Group
Participation in a typical preschool small group routine often includes: staying with the teacher directed activity, waiting for directions, responding eagerly, asking for help, making choices, and following multi-step directions.

Thank you
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Drive safely!!!!!