Machine Translated by Google

Scale for developmental delay and severe and multiple disabilities

Machine Translated by Google

Book name: Scale for developmental delay and severe and multiple disabilities

Author name: Dr. Abdel Mawjoud Abdel Samie

First edition: 2023

Deposit number:

ISIN:

All copyrights are reserved to the Arab Foundation for the Preparation, Standardization and Publishing of Tests.

No part of this book may be reproduced or transmitted in any form or by any means, whether electronic or mechanical, including recording, photocopying, or using any information storage and retrieval system. Without written permission

Advance from the Arab Foundation for the Preparation, Codification and Publishing of Psychological Tests.

The Arab Foundation for the Preparation, Codification and Publishing of Psychological Tests

41 Mohieddin Abu Al-Ezz Street - Dokki - Giza

Printed in the Arab Republic of Egypt

ÿÿÿÿÿÿÿÿÿÿ:

com.arabtesting.www://http

com.arabtesting@info

Machine Translated by Google

Scale for developmental delay and severe and multiple disabilities

Prepared

by: Dr. Abdel Mawjoud Abdel Samie

2023

The Arab Foundation for the Preparation, Codification and Publishing of Psychological Tests

Machine Translated by Google

Index of topics

Machine Translated by Google

God, Most Gracious, Most Merciful In the name of

ÿÿ ÿ ÿ ÿÿ ÿ ÿ

This Yes, now where MotherM Oh away, in a So he went No matter what ÿ» ÿÿÿÿ

ÿÿ ÿÿ » remained. In the place where he

Surat Al-Ra’ad (verse 17)

Machine Translated by Google

Introduction to the book

Welcome to the guide to the remote retardation scale, which is a stable and valid scale designed to evaluate and monitor the welcoming growth path of children and determine the extent of progress or delay in their development path compared to their peers of the same age. This guide will accompany you on a journey through several chapters, passing through the theoretical framework of remote delay, And the legal context of the Individuals with Disabilities Act (IDEA), leading to the psychometric properties of the scale.

Extreme delay refers to the child not reaching the developmental stages expected of him according to his chronological age. any The child develops at a slower rate than children of the same age. This can happen in different areas Different areas such as motor functions, speech and language, the social and emotional domain, the cognitive domain, The adaptive domain or self-care. It is important to understand that a delay in one area may have a negative impact. Potential for growth in another area, which highlights the interconnection between development areas. This evidence will go deeper In these concepts, which gives a comprehensive view of the child's development and the factors that may contribute to delays.

Machine Translated by Google

The Remote Delay Measure helps identify delays in basic areas of development starting at the age of one month, and this

It helps in developing early intervention plans, which positively affects the path of growth and helps achieve

Children to their best potential. The scale aims to identify children who do not achieve growth goals.

What is expected of them according to their age, and assesses the basic areas of growth, which include motor skills, and the development of

Language, cognitive skills, social and emotional skills, self-care skills or adaptive skills.

From its history and the theoretical basis on which In this guide we will explore the metric in more depth, starting with

T. We will also discuss his supports. We will explain how to use it to evaluate remote delay and guide intervention.

How it can be used in a variety of settings, such as home, school, clinic or hospital.

Furthermore, we will delve into how scale results are interpreted, to understand the meaning behind scores and how scores can be developed.

Intervention strategies. We will also discuss the limitations of using the scale and considerations that should be taken into account when capturing

Use it. We then present a case study to illustrate how the scale can be used in practice, providing practical insights.

How to apply and interpret. In the end, we extend all thanks and appreciation to the psychologists who participated in preparing it

This work, especially Dr. Sayel Mahmoud and the rest of the work team, which consists of:

Machine Translated by Google

Developmental delay

introduction

The application of legislation and laws in the field of special groups requires the use of psychological test data,

They are an important source of information and decision-making. Most countries concerned with human rights have developed these standards

Legislation that preserves the rights of people with special needs and allows them education and social participation in an environment

Suitable for their abilities and meets their psychological, social and material needs. Most Arab countries were interested

By establishing a set of laws that regulate work with people with special needs, we find an example **in**

Children's Law No. 12 of 1996, which stipulates in Article (75) that the state guarantees the protection of the child from disability and from any work that

could harm his health or his physical, mental, spiritual or social development, and works to ensure Taking the necessary measures for early detection of

disability, rehabilitation and employment. People with disabilities upon reaching puberty

working age and take appropriate measures for the media's contribution to awareness and guidance programs in the field of prevention

of disability, gaining insight into the rights of disabled children, and educating them and their caregivers about their integration into society. Article (76)

stipulates that a disabled child has the right to enjoy special, social and health care.

Psychological development that develops his self-reliance and facilitates his integration and participation in society.

Machine Translated by Google

Article 76 bis stipulates that the disabled child has the right to upbringing, education, training and rehabilitation.

Vocational training in the same schools, institutes and training centers available to non-disabled children, except for exceptional cases resulting

from the nature and extent of the disability. In these exceptional cases, the state is obligated to provide insurance

Education and training in classes, schools, institutions, or special training centers, as the case may be, that meet the following conditions (1) That it

be linked to the regular education system and to the vocational training and rehabilitation system for non-disabled persons (2) That it is appropriate

meeting the needs of the disabled child and close to his place of residence (3) (to provide

Full education or rehabilitation for all disabled children, regardless of their age and degree of disability.

In **the United Arab Emirates,** the text of the People with Special Needs Law No. (29) of 2006 in Article

No. (2) to guarantee the rights of those with special needs and provide all services within the limits they allow.

His abilities and potentials, and special needs should not be a reason that prevents the person with the needs from being able to

The private sector is entitled to obtain these rights and services, especially in the field of social, economic, health, educational, professional, cultural

and recreational care and services. Article No. (3) stipulates that the state guarantees to the person with special needs equality between him and

people like him who do not have special needs and that there is no

Discrimination due to special needs in all legislation, and also ensure that this is taken into account in all policies

and economic and social development programmes, and taking appropriate measures to prevent discrimination based on needs

Special.

In **the Kingdom of Saudi Arabia,** the text of Milli Decree No. (M37) of 1421 AH in Article No. (2) stipulates:

The state guarantees the right of persons with disabilities to prevention, care and rehabilitation services, and encourages institutions and individuals to

Contributing to charitable works in the field of disability, and these services are provided to this category through entities

The specialist. The field of education includes the provision of educational and pedagogical services at all levels (pre-school,

(general education, technical education, and higher education) in proportion to the capabilities and needs of persons with disabilities, and facilitating

Their enrollment in it, with continuous evaluation of the curricula and services provided in this field.

Machine Translated by Google

In **the Kingdom of Bahrain,** Article No. (3) in Law No. (74) of 2006 stipulates: “Ministries shall provide

And other parties concerned with coordination with the Ministry of organized, integrated and continuous services for the disabled and

Especially in the medical, social, educational, cultural, sports and rehabilitation fields.

Employment, transportation, housing, and other fields.

In **the Republic of Sudan,** the National Law on Persons with Disabilities of 2009 requires the authorities competent to implement rights

The following privileges, facilities and exemptions: Exemption from all tuition fees in the stages of education. Put

Special educational curricula for people with dual and severe disabilities and the provision of interpreters to help with correct understanding.

For lessons and examinations, facilitating the teaching of Braille, sign language, alternative types of writing, technical aids and the necessary

educational aids, preserving the rights of the disabled in employment in state agencies, determining a percentage for training

Technical and artistic training institutes, rehabilitating the worker whose disability occurs annually in coordination with

At work and transferring him to a job that suits his capabilities and abilities according to the circumstances of his disability.

At the international level, **the United States of America** has made great strides in terms of the measures taken to early detect remote

delays, diagnose difficulties and disabilities in early stages, and identify

Intervention programs accurately according to age and disability category. Therefore, in this part, we will present some legislation

Children, adolescents and young people aged 0 Which were issued and specify the procedures and measures to be followed with

And up to 21 years. The most important of these laws is the Education of Individuals with Difficulties Law, which discusses the needs of

Children, children, and older students with difficulties. The Disabilities Education Improvement Act provides services for Children

newborns and infants with disabilities under Part C and for children and youth with disabilities.

Disabilities under Part B.

According to the Disabilities Education Improvement Act, assessment practices must reflect certain important measures, such as the use

of a variety of assessment tools and strategies to collect career-related, promotional, and academic-related information. This includes the

use of information provided by parents. And it should not

Machine Translated by Google

Considering the results of a single measure or single evaluation as a criterion for determining difficulty or disability or developing educational programs. Some other tools should be used that evaluate cognitive, behavioral, and physical characteristics. and developing. Assessments and other measurement tools must be chosen and applied in a way that is far from

(1) These standards must be presented and applied in a language and manner that is racially and culturally differentiated; Advancement that is, that leads to obtaining accurate information about what the child knows and what he can do academically.

(2) They are used for the purpose for which they were intended so that these measures are valid and consistent, And functional

(3) They are applied by trained people with experience (4) These measures are applied in compliance with the guidelines developed by the publisher, and the child must be evaluated in all questionable areas Assessment tools provide functional information that helps people directly determine a child's educational needs.

The Education Improvement Act for People with Difficulties emphasizes the importance of acquired functional information, which is information that can be used in developing and organizing interventions that have a significant impact on important life skills. Emphasis on the information gained to develop a functional intervention plan requires the use of behavioral standards. Adaptive. The practical applications contained in these standards help improve life functions.

The daily.

The assessment must take into account the individual needs of the child, and must be conducted by a multidisciplinary team, with at least one teacher or other specialist knowledgeable in the area of the suspected disability, and it must be approved The evaluation is based on one procedure as the sole criterion for determining the presence of disability. When determining disability, the multidisciplinary team must include academic and non-academic goals, and at the same time not prohibit the use of State Standards The team is entitled to have ultimate authority in setting disability parameters. But what is an education law?

Individuals with difficulties, which we will discuss in more detail here:

Machine Translated by Google

Definition of the law on education for individuals with difficulties or disabilities

It is legislation that regulates the availability of public education for students with difficulties and aims to make public education more Appropriate so that students with disabilities have equal opportunities with those of students who do not have them. Disabilities. In 1997, Congress amended the NoitacudE rof llA deppacidnaH nerdlihC fo 5791 (NoitacudE rof llA deppacidnaH nerdlihC fo 5791) Act of 1975 and replaced it with the Individuals with Disabilities Education Act.)slaudividni htiw seitilibasiD noitacudE tcA). This law was re-legislated (slaudividni htiw setitilibasiD noitacudE tcA (in 2004 and some changes were added and this resulted in an improvement law Education for Individuals with Difficulties Act 2004 (of the Improvement Education Disabilities with Individuals Act) Children with Disabilities (2004). The Individuals with Disabilities Education Improvement Act of 2004 aims to ensure that all people with special needs have a fair opportunity in an education equal to their peers without disabilities. Although the Individuals with Disabilities Education Act People with disabilities have the same purpose, but there are major differences between the two laws.

Most of the differences between the two laws boil down to the details of their language. The purpose of the Individuals with Difficulties Education Act (IDEA) focuses on special education and related services designed to meet the needs of children with disabilities (IDEA). “address their unique needs and prepare them for work and independent living.” The modified image includes the addition of preparation In order to continue Education for students with special needs.

Machine Translated by Google

The Education Improvement for Individuals with Disabilities (AEDI) Act changed the word “student” to “child” and established a cut-off age for forms of legal protection. This is explicitly rephrased in the attached addendum.

With the article related to eligibility. In addition, the student's IEP or IEP should be re-evaluated each year. The individual education program must include “appropriate, achievable goals.”

For measurement beyond secondary education based on age-appropriate transition assessments related to training and education employment and, where appropriate, independent living skills; (For pre-school children)

How the disability affects the child’s participation in appropriate activities) Transportation services as appropriate

“(including, coursework) necessary to help the child reach those goals.”

The updated law also clarifies the meaning and purpose of Individualized Education Programs: “A statement of measurable annual goals, including functional performance goals and tailored academic goals (regarding the way the child’s disability affects The child’s participation **in the general educational curriculum and his progress) to meet** the child’s needs resulting from his disability To enable them to participate and make progress in the general educational curriculum; (for children

How the disability affects the child’s participation in preschool activities as appropriate

appropriate) and meet all the educational needs of the child resulting from the child’s disability.”

Sections of the Law on Education for Individuals with Difficulties

As we mentioned previously, the Education for Individuals with Difficulties Law was issued for the first time in 1975 under the name “The Education Law for All Children with Disabilities.” This law obligates schools to find and evaluate students suspected of having a disability, and schools must, as soon as they identify children with disabilities, provide them with

Special education and related services (to meet their unique needs. The goal is to help the student

Making progress in school.

The Individuals with Disabilities Education Act governs how districts, cities, counties, and public agencies provide early intervention, special education, and related services to more than 7 million children.

Machine Translated by Google

and adolescents and youth with disabilities. What concerns us in this law in any detail is Part C and Part

B, where infants and young children from birth to age 2 with disabilities and their families receive early intervention services under Part C.

Children and youth aged between 3 and 3 receive

and 21 years for special education and related services under Part B.

Sections of the Law on Education for Individuals with Difficulties or Disabilities

The Education for Individuals with Difficulties Law is divided into four main parts:

Part A:

This part includes the results, objectives, and definition of terms used throughout the law, for example:

Examples include special education, mother language, children with disabilities, and appropriate and free public education. It also includes

conditions for employing individuals with disabilities, conditions for the individual plan for family service, and security mechanisms. And it is related

Based on the results in **Part (a),** we conclude the following:

1- Disability is a natural part of the human experience and does not in any way reduce the individual's right to participate in society or contribute

to it. Improving educational outcomes for children with disabilities is an essential element.

In national policy in order to ensure equality of opportunity and independent living.

Children2 - The educational **needs** of millions of children with difficulties were not met before the Education for All Act was enacted.

People with disabilities in 1975

This part has been successful in ensuring free and appropriate public education for children with disabilities since its implementation.**3 - It is still**

Children with disabilities in 1975 Education law for all

4- Despite this success, this department faced many difficulties due to low expectations and lack of

Applying methods of teaching children with difficulties.

Machine Translated by Google

3 years of research have **proven** that children with difficulties can be more effective through

Their entry into public education, strengthening the role and responsibility of parents, providing appropriate private education, and providing incentives

To a whole school approach and support development and technology.

We are committed to helping the state educate children with disabilities 6. That the government has a role **in the interest of the state**

Difficulties.

7- Equal distribution of resources is important for the government in order to fulfill its responsibilities in providing educational opportunities.

Equal.

That parents and the school have ample opportunities to resolve their dispute in a positive and constructive manner. **-8 must**

9- It is necessary to relieve states, schools, and teachers of any paper burdens that do not lead to improved production.

Educational.

01- The government must respond to the increasing and diverse needs of society.

It is necessary to make efforts to prevent the escalation of problems related to low school dropout rates. **11.**

Of children with difficulties.

21- Providing the opportunity for minorities to participate in special education schools.

-31 Providing effective transportation services to improve successful post-study employment

Part (a) aims to ensure the availability of appropriate and free education for children with disabilities, to ensure the protection of the rights of children with difficulties and their families, and to assist states, localities, and educational service agencies in providing education for children with disabilities and implementing a system of An inter-agency, multi-disciplinary, comprehensive country-wide coordinator to ensure that teachers have Tools needed to improve educational outcomes and evaluate the effectiveness of efforts made to educate children.

Machine Translated by Google

Part B

Part B provides the right to free public education in a less restrictive environment for eligible students.

It offers services from agesthree to twenty-one who need special education and related matters.

Others because of their disability. Therefore, these students must have a need for these services, such as if they have academic shortcomings

or have one or more of the following three disorders: hearing loss/deafness, delayed development, and disability. Mental impairment, multiple

disabilities, bone weakness and other types These include shortcomings, serious emotional Spectrum autism, loss of sight/deafness

disturbances, specific learning difficulties, language and speech impairment, traumatic brain injury, physical impairment, or one of them.

Students are not eligible to receive special education services if their disability results from a lack of instruction in reading, mathematics, or

skill

Ltd. in Arabic and English. An educational program is provided after identifying those eligible to receive this.

services and is directed through an Individualized Education Plan (IEP) approved by the staff and by

Among them are educators and parents who are responsible for evaluation, diagnosis, housing, and program development decisions.

Part C

Part C discusses the needs of children under the age of three who are at risk of developing a real developmental delay if intervention is not

done early to help them. Early intervention services are designed to meet the developmental needs of children who have difficulties in

physical, cognitive, language, emotional/social, or behavioral development.

Adaptive. Schools and community institutions are responsible for providing services that meet the needs

They provide these services without any compensation from the parents. We find that progressivityincreases for young and old children

The individual plan for family services drawn up for each child allocates one or more of these services

To train the family, provide consultations, home visits, special guidance, and services related to diseases

Language, speech, hearing, occupational therapy, physical therapy, psychological services and medical services for the purposes of

Evaluation, diagnosis, early detection and screening, and evaluation and health services necessary to enable

Machine Translated by Google

The child is able to benefit from early intervention services, social work services, and medical device services

And transportation services or one of them.

Part D: National activities to improve the education of children with difficulties

Special education methods and techniques are often criticized for not being based on research and best practices. prevailing

Part D focuses on the need to improve special education programs, staff preparation, information and support.

Research and apply research results to education. Part (D) is called “National Activities to Improve the Education of Children

with Difficulties” and this part includes two sub-parts. The first sub-part is “Grants for Improvement

State Program for Children with Difficulties.” The second subsection is “Coordinated research, staff preparation, technical

assistance, support, and dissemination of information.” The first subpart allows for competitive enhancements aimed at

developing states' systems for providing special education and related services. Although these grants may be used for a

variety of purposes, the focus is on improving support for teachers and other staff who provide services to children with

disabilities. The second subpart aims to:

Part D aims to improve special education through a variety of approaches, such as research and assistance.

Technology and parental support.

Subpart II of Part D under Section 1248 permits scientifically based research

technical assistance, extension projects and dissemination. Part D would also allow for parent training on the following:

Help for parents of children with difficulties. Section 1248 permits new activities under Part D.

Related to temporary alternative educational settings, behavioral support and whole-school intervention. This will be allowed

The sub-part of the Ministry of Education provides grants to local education agencies, the Federation of Local Education

Agencies, and other entities, for example, higher education institutions and community-based organizations, or improves

Practices related to student behavior. These practices may include early identification of children who

They are “vulnerable to behavioral and emotional deficiencies” and school staff are trained “on effective strategies for

Machine Translated by Google

"For positive behavioral intervention." Grants can focus on improving the temporary alternative educational environment in order to provide free, appropriate general education for children with disabilities who have been removed from their current placements due to Behavioral problems.

Law on the Education of Individuals with Developmental Difficulties and Delays

FRC§ 300.8 **Part B** includes remote delay

"Children whose ages range from **three to nine years** and suffer from developmental delay." It is possible

The requirements in §300.111, Part B apply to a child who has a disability.

Ages three to nine (or any subset of this age group, including those from

Three to five (sometimes).

A- The child suffers from a developmental delay in one or more of the following areas:

. Physical growth

. Cognitive growth

How to communicate?

. Social/emotional development

. Adaptive growth.

Machine Translated by Google

B- As a result of this delay, he needs special education and specific services.

According to the FRC§ 300.11 (Part B), regarding the use of the term remote delay, “the following provisions apply regarding implementing the requirements of the Find Child Act.” Those who have disabilities or difficulties and are entitled to Schools need to find all

On the special education services listed in this section:

. Pursuant to the section (ceS. 300.8 (Part B) The State shall adopt a definition of remote retardation that specifies whether the term applies to children between the ages of three and nine, or applies to a group

Only a sub-section of this age group (for example, ages three to five).

A state may not require a local educational institution (LEA) to adopt the term

for children and uses it within the scope of its jurisdiction.

If a local educational institution uses the term remote retardation of children described in Section ceS. 300.8 (Part B) The LEA must agree with the State's definition of this

The age group adopted by the state. The term and also with

“If a State has not adopted the term ‘outlier delay,’ a local educational institution may not independently use that term

as the basis for determining a child’s eligibility under this section.”

Definition of developmental delay

In many legislations, remote delay refers to children aged from 3 years (9:11) with developmental delay defined by zero months (3:0) to 9 years and 11 months

Appropriate diagnostic tools and procedures in one or more of the following areas: physical development (i.e. gross and/or small movements), cognitive, communication, social, emotional or adaptive development that affects the child’s educational performance. Serves other classifications of disabilities if they are more descriptive For points negative

Machine Translated by Google

The child's strengths and needs. Initial eligibility for the child's developmental delay is determined before the child reaches the age of seven. Using

For local educational districts. Optional remote delay as a classification of matter

The Individuals with Difficulties Education Act defines remote retardation as a category of disability that can qualify the child for

On special education and related services.

Under this law, remote delay usually applies to children **between three and nine years of age.** Each state sets its own criteria and guidelines for identifying and assessing outliers. Common areas of growth considered to determine retardation include knowledge, communication, and development, which may vary slightly. Physical, social or emotional development and adaptive skills.

Based on his educational performance, he may be eligible to obtain If it turns out that the child suffers from a developmental delay that negatively affects Early intervention services (for children from birth to three years) or special education services (for children (Those over the age of three years). These services are provided to address the child's specific needs.

And support his educational progress.

What does this mean?

According to the previous definition, children who have developmental delays have a significant delay in one or more of **the five developmental areas.** Definitions of remote lag vary slightly among them, but in

The end aims to provide more clarity regarding the problems and areas of shortcomings that fall under this classification. The remote delay highlights the need to provide services and programs based on

When the aspects of a child's strengths and needs are not measured by the five developmental areas, this becomes necessary

Because of the child's young age. Moreover, according to The assessment of the specific disability is considered to be statistically consistent or valid.

the section on early childhood prepared by the Council for Exceptional Children (licnuoC rof lanoitpecxE), the classifications used for older - school-

age - children are often inappropriate. nerdlihC«)dominant

For young children. Determining classifications of children who suffer from these difficulties can lead to

Machine Translated by Google

The early years lead to early classification or misclassification of children and consequently inappropriate services are identified. In addition, the use of the remote retardation classification helps in diagnosing children with difficulties at the younger age stages, especially since these children may not find services that help them due to the difficulty of applying the classifications. Traditional disability on young children. Refer to disease control and prevention centers

To view general references for the appropriate developmental stages associated with social and emotional development, and communication.

Wam al-Arif and Jasdi.

The following aspects usually require clarification when determining the definition of developmental delay:

Appropriate diagnostic tools and procedures.

The physical aspect

Side of major movements

Side of small movements

The cognitive aspect

communication

The social or emotional aspect

Adaptive behavior

Appropriate diagnostic tools and procedures

When determining severe delay, the overall scores for the cognitive development domain, the communication domain, the social and emotional domain, and the adaptive domain should be used instead of sub-scores. For example, the area of communication should include the overall degree of language using a mix of expressive language skills.

Machine Translated by Google

and receptivity. In terms of body growth, the evaluation must include such as a small kinetic tray, that is a mechanism for the great delay, using the degrees of each of the kinetic movements, movements, and kiri, and with the small or large movements and small movements together. If the child shows a delay in each of the motor skills:

Minor and major, it is considered that the child has a delay in one area only (i.e. the physical area).

The physical domain

It covers both the development of small and large movements and includes assessment of growth. Comprehensive physical development is a measure

Muscles/bones, motor coordination, movement, muscle endurance, etc. And from this side

We can consider small movements, large movements, or a combination of them.

Major movements

Gross motor skills involve the use of large muscle groups in the neck, trunk, and arms

And my legs for movement.

Minor movement

Fine motor skills involve using small muscle groups in the arms and hands to reach

Food, rapping, dressing, and writing (i.e. coordination of small movements).

Cognitive field

Cognitive development includes the ability to think, understand, remember, and realize the intended meaning of the experience, which

It includes: abstract thinking or reasoning and the ability to acquire knowledge and problem-solving skills.

Field of communication (language)

Communication is usually defined as the ability to use and understand language effectively. The comprehensive linguistic scale includes expressive language (i.e. using words and/or gestures to convey meaning) and receptive language (i.e.

Machine Translated by Google

Understanding or comprehending what is being said.

The social or emotional field

Social and emotional development includes the ability to develop and maintain interpersonal relationships and demonstrate

Age-appropriate social and emotional behaviors. It includes the ability to interact appropriately with

peers and people of authority, in addition to showing empathy, establishing relationships with others and maintaining

them, and regulate behaviors and emotions.

Adaptive behavior

Adaptive behavior is the ability to participate in age-appropriate activities using daily living skills. It includes the ability to participate

independently in the home and/or school setting and self-help skills

Independent living and socialization skills.

Negative effects on the child's educational performance

A key factor in determining whether a student exhibits a learning disability under the Individuals with Disabilities Education Act

(IDEA) and special education rules is that the specific characteristics of the disability negatively affect

On the child's educational performance. The impact of these characteristics should indicate the child's need for support or services

Specifically designed outside the scope of adaptations and interventions for the normal environment, and when considering how

To determine this, the staff must consider whether the student needs tailored guidance.

To benefit from his educational program based on specific deficiencies that may affect the student's performance, such as the

inability to communicate effectively, academic achievement that is well below average, or the inability to move around independently

In the school building or inability to attend to self-care needs without support. The working group must take into account both the

All quantity and quality of impact in any area or

Relevant areas (for example, academic, emotional, communication, social, etc.)

Machine Translated by Google

It was developed by the National Association for School Psychology and the Early Childhood Section of the National School Psychology Association.

Exceptional children Papers to identify a situation and/or statements regarding tardiness.

Section Two: Pre-referral and referral considerations

The special education portal in many states provides general information regarding pre-referral considerations

and multi-level interventions. It is the responsibility of educational districts to search for ways to meet

The unique educational needs of all children within the general education program before referring the child to special education. School

districts can provide complementary and differentiated guidance and preventive support to students.

Those who face problems in achieving reference standards by developing a methodological model within the framework

General education.

Pre-referral interventions

Students identified as being at risk will receive interventions appropriate to the domain(s).

The shortcomings were identified. The task force identifies these interventions by considering multiple sources.

From academic and behavioral data.

Multi-level support systems are one of the support methods used to support prevention and early intervention. The multi-level support

systems framework is a problem-solving approach that provides guidance and intervention.

And the means of support that the student needs, in addition to recognizing the existence of complex links between the student's needs

Academic, behavioral, social, and personal. The framework also provides multiple levels of interventions that increase in intensity in a

continuum. These interventions must be based on the student's specific needs.

Using evidence-based practices. Examples of intervention models include: the response model of guidance and intervention, which

focuses on academic guidance and support, and the response model of guidance and behavioral intervention. Within these two models

- academic and behavioral interventions - are delivered through Level 2 interventions.

Or the third, or both.

Machine Translated by Google

These interventions are used in conjunction with the guidance of the grade level (i.e., Level 1).

All students should receive diagnosis, treatment, and retreatment, not in exchange for them. It is important to realize that

Teaching based on appropriate standards in accordance with what is required by the first level, while the second and third levels are

Skills-based interventions.

It is important to document data related to the choice of intervention or interventions (including the intensity of the intervention

frequency and duration), recording progress, integrity of the intervention, attendance information, and changes in

Intervene to help the team determine the need for more intensive support. It also provides documentation to the team

Information to determine the appropriate environment to meet the student's needs.

Considerations specific to the background of the subject:

There are several background considerations that the examiner must take into account regarding tardiness.

The remote as one of the eligibility categories.

Cultural or ethnic factors: The assessment team should consider the cultural and ethnic background and whether the parents have expectations about

development based on their culture that determines the family's decision about the child's exposure to early learning

For children and families. And he prevailed

opportunities. In the home and community environments (that is, does the child have the opportunity to mingle with other children in Social environment or

pre-school environment?),

The evaluation team will also want to consider expected patterns of growth in different cultures that may influence

On the family's expectations about the child's development. A child's exposure to different languages is an environmental consideration.

Other factors that must be taken into consideration when choosing evaluation tools.

Language acquisition: Language difference (limited Arabic language) should not be considered as a deficiency unless

In the event that the child shows weakness in his primary language or a general general deficiency that is not attributed - primarily - to a lack of exposure to

the Arabic language. The team must also pay attention to information related to the extent of the student's skill in his primary language, such as deficiencies

in receptive, expressive, pragmatic (practical) language, or all of them, because

Machine Translated by Google

This deficiency will have a major impact on the growth and maintenance of social relationships.

Lack of guidance: The assessment team must know the methods the family used to promote the child's development. It should include engagement in developmentally appropriate activities in the home environment

This type of information is obtained through an interview with the parents or a report and the community. And it is possible to combine Parents or direct observation of the child in the home or community environments, or one of them. There are several **key questions to consider:**

What is the child's daily routine: Is his day organized or disorganized?

. Do activities at home and in the community match the child's strengths and weaknesses?

If a child is given access to developmentally appropriate activities across a variety of settings but is not making adequate progress, the delay may be inherent in the child and not due to a lack of guidance.

Attention must be paid to the element of lack of guidance when classifying all disabilities, and directing the work team to be careful When this element is used to exclude remote delay.

Vision/Hearing: Vision and hearing tests are essential components of all evaluations. Ensuring that vision and hearing are normal helps the team focus on intervention and identifying causes.

Potential difficulty. It is important to address visual difficulties that may affect performance on assessments.

Previous performance: The child's previous interventions should be considered, which include speech, functional, physical and family therapy. This information is important when evaluating the level of services.

Your submission must meet grade level expectations. For example, if a child receives

Speech sessions were conducted through the early intervention system, and the child continued to show a general deficiency in communication, such as:

Taking the data collected as part of the treatment and considering this is reflected in the follow-up reports then it should be

Machine Translated by Google

When determining the needs of the evaluation plan.

ÿÿÿÿ **Family/environmental and/or economic factors (frequent movement and residence in limited neighborhoods) Economic (and life stressors):** Other considerations may also include reviewing the economic situation of the family, which can affect the child's stability in the home environment, exposure to life and developmental experiences, and opportunities

limited access to care.

Medical history: The team will also want to collect information about the child's medical history, such as information about birth and development. It is important when conducting the assessment to consider the child's exposure to the influence of adults outside the home environment, as some children are naturally shy or reserved around strangers and may need a longer time to establish familiarity or need fun testing sessions. Dada to adapt

With the same testing environment.

The role of the school team

The school pre-referral intervention team is responsible for meeting the student's academic needs adequately, and the team realizes that there are many variables that may affect learning, and therefore team members should The teacher and the teacher And behavioral in a way should consider a variety of variables that may be at the root of the problem rather than They first assume that the deficiency lies in the child, and this approach includes

Curriculum, educational materials, guidance practices, and teacher perceptions. When the school team meets

To identify intervention needs, there must be specific procedures that include:

Document difficulties or areas of concern using multiple sources of data

Use a problem-solving approach to address identified concerns

Documenting interventions, procedures and strategies used to improve the area or areas of interest

Machine Translated by Google

Monitor the progress and safety of the intervention

Having practical procedures in place to implement task force decisions to make changes to intervention and referral recommendations,

This is based on the student's potential need for intensive services or accommodations.

Pre-referral considerations and/or general education accommodations

Children whose parents believe they have difficulties and who are younger than three years old may be eligible or need to receive early

intervention services. In this program, if the team remains

If a child suspects a deficiency, the parents' consent must be obtained to conduct an evaluation to determine the extent of

His eligibility or need for special education and other related services. Everyone must participate

From parents, school system representatives, and early intervention system representatives at the transition planning meeting that

It is organized by the early intervention system - and with the consent of the family - at least on the ninetieth day of the child's life and no more

than nine months before the child's third birthday (72-3). The Individuals with Disabilities Education Act (IDEA) stipulates (However, children who

transition from part-time services) c) To Part (b) they must have

Individualized Education Program (IEP) **in their third year.**

3

Machine Translated by Google

It is important to note that most early intervention systems typically determine a child's eligibility to receive early intervention services using a clinical approach or model to help identify remote delays. In some cases, eligibility is determined based on a single source of information, and this may not meet the educational criteria for remote delay. Therefore, examiners who determine a student's eligibility for Part B services must review previous assessments when determining the additional data needed to confirm the presence of a developmental delay according to the criteria.

This eligibility.

As for a child between **three and five years old** who has not yet joined a nursery or intervention program

Including early involvement,the team should consider whether the child has received appropriate guidance.

The child is engaged in developmentally appropriate activities. Evidence of prior exposure may come from observing

The child in his natural environment or from interviews with family members, caregivers or pre-school teachers to ascertain whether

the child has been exposed to appropriate basic experiences.

Parents who have concerns about the development of their children, ages **three to five** who are not in nursery, should contact a childcare professional. Early childhood specialists should collect data from parents about their concerns and develop an action plan

that includes evaluation and/or screening.

General education accommodations and supports are available to children enrolled in early intervention programs when they should

Al-Rora. Pre-referral procedures and intervention should be documented and considered before a referral for education is made

The private.

For children enrolled in kindergarten, pre-referral interventions and supports are implemented and progress is documented

Achievement prior to referral to special education. The pre-referral intervention aims to identify developmental strategies

Or educational, developed and applied in classrooms for students who suffer from potential delays before

To be referred to special education. The lack of progress on current interventions indicates a need for further specialist guidance

and thus warrants referral to special education. And with

There was a delay in assessing whether a deficiency was suspected. Intervention

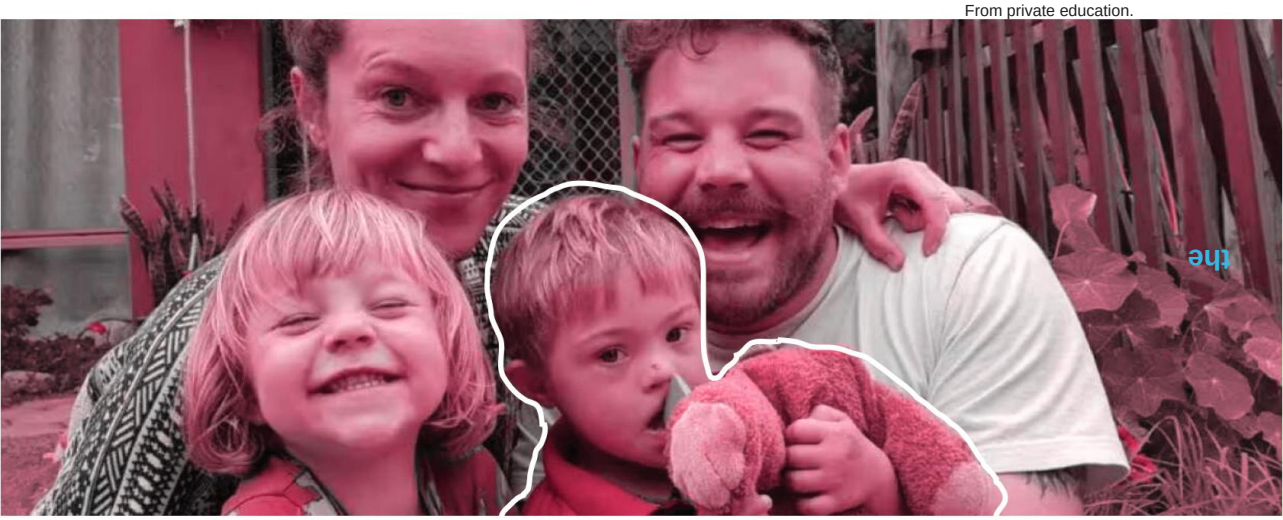
Machine Translated by Google

Referral information: Documentation of important parts of solving the problem

Parents should be asked whether their child's growth parameters are within general expectations or at the same time. The team can then consider it if the child suffers from a delay of the nature of the concerns that have only recently appeared. Developmental or that the fears are related to a situational experience, shock, or fundamental changes in family or home life Or exposure to negative experiences during childhood.

Family history, prenatal history, and postnatal history should also be considered because they are significant .

The timing and nature of potential medical problems may have lasting effects on a child's development. Team awareness Knowing if the child has undergone any assessment that they should review and consider, they should also review all the information provided by the parents and experts and consider if there is a need for screening, assessments, or both in order to challenge D- Whether the child suffers from a developmental deficiency or delay that needs To support From private education.



Part Three: Comprehensive Estimation

The student may be referred for a psycho-educational evaluation if there is a suspicion that he has an educational deficiency or is not achieving Prior to appropriate referral which increases in intensity based on progress through the intervention The student. The student's teacher or parent may submit the child for referral at any time.

Machine Translated by Google

Referral information provided by the task force identifies specific areas for inclusion.

Estimation: All areas of suspected deficiency must be estimated, and the assessment must also focus on:

On the student's educational needs regarding the continuity of services, in addition to determining the presence of deficiencies.

A multidisciplinary team implements the comprehensive assessment using diverse sources of sensitive information.

Due to cultural, linguistic and environmental factors or neighborhood dysfunction. Participants who need to make assessments regarding

suspected deficiencies in eligibility criteria have been identified. The educational authority must contact the educational institution as soon as it obtains

Parental consent Conduct all agreed-upon elements of assessment and eligibility determination within 60 evaluation days

The educational authority receives parental approval.

Cultural Considerations: Culturally Sensitive Assessment Practices IEP members must

understand the process of second language acquisition and the characteristics it exhibits

English language learners at each stage of linguistic development if they are about to distinguish between

Language differences and other deficiencies. The IEP team should be able to make accurate personal judgments **by**

The process of collecting data derived from the case history

. Interview information regarding the student's primary or first language (L1)

. Improve English (L2)

. English as a Second Language (ESL) Orientation

. Home support to improve mother tongue

. Sampling the child's language

. Informal evaluation

. In addition to standard procedures for language proficiency.

Machine Translated by Google

The evaluation specialist must also consider these variables when choosing appropriate evaluations. An interpreter, non-verbal assessments, or assessments in the student's primary language, or all of them, should also be considered. The possibility of a deficiency should only be considered after the dimensions of the problem have been documented in the primary or mother tongue.

Because of these problems And English and the exclusion of foreign variables as reasons

C B A

English language learners

Distinguishing shortcomings from cultural or linguistic differences to determine whether a student is Vital

He is learning the English language and has deficiencies. In order to conclude that the English language learner suffers from a language deficiency, we must rule out the effects of various factors that may mimic cases of language deficiency. From one of Maan, according to Al-Muqi

The reasons English language learners are sometimes referred to special education is because they have a deficit in their primary language or home language. If instruction in the cognitively challenging native language is not sustained, the student will likely show a decline in his or her native or primary language skills regardless of how proficient the student is in the primary or native language. According to Ortiz and Rice (1994), students may show **a decline in language proficiency through the following:**

Inability to comprehend and express academic concepts due to lack of academic guidance in

Primary language

Simplifying complex grammatical structures

Replacing grammatical forms and word meanings in the primary language with others in English

The convergence of separate forms or meanings in the primary languages and English.

Machine Translated by Google

Because they do not meet the criteria for both languages, language differences may lead to referral for special education.

"Even if it is not the result of any shortcomings. The specialist must keep in mind that lack of linguistic proficiency has a negative impact on

On the development of student communication in English.

The specialist must pay attention to the type of alternative linguistic program that the student receives, in addition to understanding the process of learning the

second language and the impact of proficiency in the language and the extent of its proficiency on the second language.

I consider questions like these: The caster should put it

In what ways has the effectiveness of English as a Second Language (ESL) instruction been documented?

Did the ESL teacher provide guidance?

Did substantive instruction take place in the general education classroom?

Does the program meet language development needs?

Is there potential for meaningful access to the core aspects of the issue? What are the results of the directive?

Documented?

Were the educational methods and curricula applied over a sufficient amount of time to make changes to the

The student's level and the extent of his acquisition of skills?

The answers to these questions will help the specialist determine whether the language problems are due to:

Inadequate or deficient guidance.

student It is especially important for the general education teacher and the ESL teacher to work together to meet the language needs of this

group. School staff should keep the following in mind when making decisions to ensure that English language learners are making appropriate

accommodations in the classroom for assessment:

Machine Translated by Google

Student characteristics such as:

His level of proficiency in the English language is oral

Level of proficiency in reading and writing in English

Formal educational experiences

Reading and writing skills in the mother tongue.

Current routing language

The learning tasks expected of the student to demonstrate proficiency in grade level content relative to the standards

Governmental

The extent to which adaptations or adaptations are appropriate to aspects of specific content

Best practices

Assessing all categories of impairment requires comprehensive assessment methods that include multimedia documentation,

And the sources and the magazines and the bayat.

• **Multiple media:** In addition to intensive study of existing reports, information should be collected from reports

Narratives, structured and unstructured interviews, and rating scales (more than one scale; Which are limited in their scope of focus compared to

processes (in more than one environment and more than one comprehensive measures that assess a wide range of potential problems), observational

activity), and work models/performance outcomes within the classroom Oh.

• **Multiple sources:** Information regarding referral should be obtained from parents or caregivers

teachers, community organizations, mental health experts, and students. It is important to consider when evaluating

Information collected from the aforementioned parties. For example, when obtaining information

Machine Translated by Google

Whether it is interviews or rating scales, or both, all available sources must be considered - parents, teachers

And the students - and the assessment and interview standards.

• **Multiple areas:** All areas of shortcomings should be considered and a strengths-based assessment provided

In every field. Multi-domain documentation includes measuring multiple domains within the same domain (i.e.

For example, expressive and receptive language in the area of communication or multiple areas within the same assessment area (for

example, the Distal Delay Scale, which measures all five areas of development). No, we don't

One assessment can be used to determine a child's eligibility to receive services. If the assessment measures all five growth areas,

other sources of information should also be used to support conclusions in each.

An area of shortcomings.

•**Multiple environments:** Observations should be conducted in a variety of environments that provide a comprehensive description of

student performance across settings (e.g., classroom, cafeteria, recess) and activities (on For example, directing a whole group,

participating in a specific area, freedom of movement (And time.

There should be a comprehensive vision for the student from all aspects.

Estimation procedures (criteria)

It includes a comprehensive assessment, conducted by a multidisciplinary team using a variety of sources.

Information that is sensitive to cultural, linguistic, environmental factors, or neighborhood disturbance, as follows:

1. Estimation through a diagnostic procedure that uses a number of appropriate standards and is applied by the evaluation team.

Multidisciplinary in each of the following fields (and not limited to identifying suspected delay):

(a) Physical development (assessments should include fine and gross motor skills);

(b) Cognitive development

Machine Translated by Google

(c) Development of communication that includes receptive and expressive language skills

(d) Social and effective growth

(e) Adaptive growth

2. The appearance of a severe delay in one or more of the areas mentioned above, which has been documented through:

(A) The child's score falls on a standardized scale for estimating remote retardation, which is below the average by 1.5 standard deviations.

Taking into account the standard error of measurement With (or less) (i.e. approximately the sixth to seventh percentile)

(SEM); If the standard scores for the tool used are not available, it is possible to infer a deficiency.

Over time in two or more areas Severe through a 25% construction delay

developing countries

(b) The child's score falls on a standardized scale to estimate remote delay, below the average by 2 standard deviations.

Taking into account the standard error of measurement (SEM); As for... With (or less) i.e. approximately the second percentile

In the event that standard scores are not available for the instrument used, severe shortcomings can be inferred from

Over time in two or more development areas There was a 40% construction delay

(c) When determining that a domain achieved 2 standard deviations below the mean (i.e., second percentile or lower)

Taking into account the standard error of measurement or if there is a 40 percent lag for age With

The child's time period rules out the existence of other categories of impairment that are more descriptive of the child's learning style.

3. The work team evaluates the following:

(a) Study any existing reports or data;

(b) An interview with the parents to obtain the child's developmental history and identify existing strengths and developmental needs.

(c) Measure current developmental skills to include at least one standardized, individually applied assessment;

Machine Translated by Google

(d) Observation by a qualified professional in a developmentally appropriate setting for the child, which may include a school, child care facility, or home/ community agency, to document delayed or atypical development.

4. Documentation on the child's performance . Including observation, evaluation, or both, and the extent to which remote delays negatively affect The educational environment in the education environment and its need for specialized guidance and related services (that is, integrating Academic or non-academic).

5. The comprehensive assessment procedure for continuing eligibility, which is conducted after the age of seven, should be redone to consider the presence of other deficiency categories that are more descriptive of the child's learning.

Estimation procedure guide

Assessments should include multiple sources of information, multiple assessment methods and multiple environments in order to achieve a comprehensive understanding of children's skills and needs. Formal and informal assessments should be combined. Informal assessments can include indirect observational data from teachers as well as direct observations conducted by certified professionals (e.g., school psychologists, speech pathologists, Special education teachers, etc.).

Standard 1: Assessment is made through a multi-scale diagnostic procedure applied by a multi-assessment team. Specializations in each of the five main areas (not limited to areas in which a delay is suspected) (with it)

The primary language and socio-cultural background of children should be considered before selecting assessment procedures. And the standards and interpretation of the grades. All assessment procedures measure a limited sample of an individual child's behavior. On the scale used. The measures used must be interpreted within the limits of their validity. Survey and assessment tools should be used for the purpose for which they were intended and should be used as described by all test takers. Survey tools are used only as a source of supporting data and these tools help

Machine Translated by Google

The team should be informed of the need for the type of measure that best addresses referral concerns, and not

They should be used to determine eligibility. It is the responsibility of the evaluation team to ensure that the tools chosen are appropriate and that

the results are consistent and valid in order to meet the educational and developmental needs of the children receiving

Services.

In the end, it is the responsibility of the psychologist to choose the “appropriate” tools from a cognitive, linguistic or academic standpoint for the age

group ranging from three to five years or developing years. Y

Years. A number of factors, such as personal training, experience, and familiarity with the assessment tool, must be taken into consideration when

selecting metrics. To reach the best estimate of ability and obtain the best results, the specialist may determine whether the multi-domain

assessment or standardized assessments of skills are

If a multi-domain assessment is used to measure all five The most appropriate, based on the child’s age and basic information. Y

growth areas, please remember to use supporting sources of information to

Proof of areas of deficiency.

The honesty and accuracy of a student’s performance must be considered before interpreting official assessment scores, as there are many factors

They can affect a student’s performance on the test, and these factors include, but are not limited to, behavior in

During the test, the occurrence of distraction during the test, the student’s cultural and linguistic background, and the student’s physical condition

Testing time before the results of formal evaluations are interpreted. The report must clarify whether any of these are

The factors exist and how they affected the test results and thus weakened the validity of the results. Standard-referenced tools should be used

with caution when assessing young children. It is important to include a multi-instrumental diagnostic approach applied by a multidisciplinary

evaluation team when making educational decisions. And you must contribute

The results of the evaluation lead to making informed guidance decisions.

Standard 1(a) Physical Development (Assessments should include fine and gross motor skills)

It is recommended that physical development should likely be measured as part of a multi-domain assessment. Despite that, Y

Machine Translated by Google

The physical or occupational therapist, or both, completes the motor function test that is administered

Individually in specific areas of deficiency if motor development is the only concern. And it will be

ÿÿ Observing the child's motor performance while performing functional activities within the school environment is an essential element.

For appropriate evaluation in addition to the standardized evaluation.

It may be difficult to apply standardized assessments due to possible communication limitations, cognitive limitations,

Or the child's movement, or all of them. In these cases the evaluator will need to collaborate on tools and adaptations that can be made. The specialist must

adhere to standardized procedures during the application to reach an honest and accurate assessment of the child's abilities. It must explain any

transgressions that occurred and provide qualitative explanations.

When not adhering to legalization procedures.

Standard 1 (b): Cognitive development

The psychologist must consider the most appropriate scales and determine the best one to estimate

Student cognitive growth. Cognitive development is determined by conducting an appropriate assessment of cognitive abilities.

It is based on a standardized intelligence scale and is applied to each individual, taking into account the standard error of the measurement when interpreting

Degree. For students who display difficulties in language learning, the psychologist should consider the need to conduct a non-verbal assessment in order

to rule out the impact of language problems on cognitive outcomes, which It can lead to an error in estimating capacity. The cognitive assessment should be

administered by someone who has received adequate training (e.g., school-based denialist, clinical denialist, licensed denialist under the direct supervision

of the denialist).

Standard error of measurement (SEM): This means how a person can be measured repeatedly on the same instrument.

It tends to be distributed around its "actual" degree. The actual degree is always unknown because it is not

It can be proven that the scale provides a complete reflection of the actual score. The standard error of the measurement is correlated

Directly with the stability of the test; That is, the greater the standard error of the measurement, the lower the stability of the test and thus the lower the test.

Machine Translated by Google

Since all measurements contain some errors, it is The accuracy of the applied standards and the resulting grades.

It is very unlikely that any test will achieve the same score for the same person each time the test is repeated.

Any standard error of measurement should be reported and considered when considering all sources of data collected from the estimation.

Here we provide some guidance on the use of scores that fall within

Standard error of measurement:

It is used on a case-by-case basis.

Its use is supported by the assessment tool model, because other options may over- or under-estimate Y

The student's ability or both.

Documented information about why the error was used Trained evaluators provide professional judgments and reasons

The standard for measurement as the best estimate of ability.

Factors that must be taken into consideration when choosing a tool for measuring cognitive abilities:

. Other assessment tools that are unbiased when used with minority or diverse students

Cultural and linguistic aspects.

. Use assessment tools that produce assessment results that lead to honest and consistent indicators of capabilities.

The real student. For example, non-verbal measures may better measure ability

Cognitive development for students who do not master the Arabic language or students whose circumstances are not good in terms of

Social and economic.

. If the IQ test results are noticeably skewed on one or more sides of the battery

In the child's subculture, consider applying another, more Due to fundamental differences in culturally acceptable language patterns

The student's culture, strengths and abilities are. With

Machine Translated by Google

. Review evidence (documented and suspected) of other impairment (e.g., hyperactivity disorder

Attention deficit, emotional disturbance, autism, speech and language difficulties, hearing impairment, and disability.

(visual and specific learning difficulties).

. Keep in mind that a child's subculture may not encourage long verbal responses.

If the child has had previous assessments, a complete history of the assessments conducted should be obtained and the scores considered in order to

guide the assessment and ensure the validity and interpretation of the results. You must put it in

Consider the following:

With the passage of time? Are the evaluation results consistent?

Were all areas considered when interpreting the results, or were they overlooked in previous assessments (e.g. strengths,

And weakness(?

If the child has another disability, has this affected his or her performance on the current test?

Were appropriate tests applied to the child's condition? For example, have the test areas been considered,

Were language and culture taken into consideration when choosing the test?

Is there a bias in the child, his feelings, and his behavior regarding how to evaluate the student?Was it caused by affectation?

Machine Translated by Google

The most consistent score on cognitive ability scales is the total score, and it should be used when

Be honest. The comprehensive cognitive assessment includes verbal and non-verbal elements. However, it may affect

Understanding the factors mentioned above (e.g. motor and visual limitations, poor language exposure, language acquisition, language differences,

etc.) affect performance, and may impair the overall score. The specialist should use professional judgments and consider all Factors that influence

whether the standard error of measurement is taken into account along with deficiencies in adaptive behavior, along with performance.

In mind.

Yes together **Standard 1(c): Development of communication, which includes receptive and expressive language skills**

Multidomain assessments that include communication assessments or communication-specific assessments **may** use both receptive and expressive

language skills to account for composite scores.

Standardized tests assess discrete skills in a decontextualized environment (away from context- **related** environments)

It does not measure functional performance in educational settings, and not all children are appropriate candidates for standardized tests.

Comprehensive language assessment should include measures

Formal and informal that adequately describe how a child is able to understand adult language and language.

Peers and their use. Individual subtest scores should not be used to determine eligibility for

Obtaining services, where a variety of data sources must be used to obtain

An honest picture of the student's ability to use language in his environment.

After completing the application of the standardized scale, the specialist must take into account the results and performance in all

Test areas, reason for referral, other data sources, normative sample, and other factors that may affect performance. If there is reason to believe

that the results overestimate current communication skills

He took the mistake For the student, there may be a need for additional evaluation (formal or informal) with

The standard for measurement is taken into consideration.

Machine Translated by Google

Some type of informal assessment **may** be useful in such cases when a language sample analysis is completed, providing more information about the child's language abilities and overall conversational skills. It includes as much as the specific language areas include syntax (grammar), semantics (meanings of words), and morphology (parts of words).

The word; For example, suffixes and prefixes) and the study of language practice (social skills).

The language sample usually consists of 50 to 100 words that the child speaks, but the sample may include up to

What the child says, including grammatical errors or mistakes he made, 200 words. The specialist writes verbatim

In phrasing or unrecorded speech sounds.

Descriptive measures of functional or adaptive communication usually **provide** a more realistic picture of how a student uses his or her communicative abilities in everyday situations and the impact of language disability in those environments, if any.

Examples of additional sources of information

The evaluation tools selected should have a purpose and be designed to examine and investigate areas of concern, and should provide useful information relevant to suspected deficiencies.

Standard-referenced assessments - language tests that measure communication skills using procedures

Official. These assessments were designed to compare the performance of a particular student with the performance of a group of students with

The same demographic characteristics. One of the considerations the specialist makes when choosing reliable and valid assessment tools is to ensure that the standard sample for any tool matches the characteristics of the student. And this exists

The information is in the test manual.

Cross-off lists is a scale: it is a developed model that allows the evaluator to look at several skills and indicate

A student's use of a skill in a particular environment or the potential absence of expected skills.

Direct Observations - The specialist observes the student during daily classroom activities or during the

Educational opportunities to allow for natural opportunities to identify strengths and weaknesses in communication.

Machine Translated by Google

Interviews with or questionnaires given to parents, caregivers, specialists or teachers that provide information related to the student's linguistic history and current performance.

Play-based assessments - assessments that provide an opportunity to follow the student in a natural context

It is often To play and appreciate. It is an important tool when assessing children in the pre-school stage, and often implemented by a multidisciplinary team and therefore many areas of growth can be taken into account.

Dynamic assessments - are a means of applying linguistic assessments that seek to determine the skills that students possess as well as their potential to learn, which enables the examiner to determine the type of assistance

What the student needs and his grade to become successful. In short, dynamic evaluations are a testing process

Directing and re-testing. This type of assessment helps determine the level of support or teaching structure that a student may need in order to learn a particular skill. Dynamic assessments are not standard reference but can be a valuable tool for understanding a child's likely response to methods.

Multiple interventions.

Measuring linguistic or verbal output or both - a sample of language/speech during a specific task (conversation, response, description of tasks, stories) helps the specialist determine the intelligibility of speech sounds in connected speech and the production of those sounds or speech. The use of linguistic structures and their expected elements, or both (length

Sentence complexity, variety of words, use of vocabulary, grammatical elements, etc.

(And so on.)

Important tips that we must always keep in mind:

It may be better not to mention age-equivalent scores on norm-referenced assessments because they may provide an

To perform. incorrect estimate.

The IEP team should discuss and consider language and cultural bias **before**

Machine Translated by Google

Determine that the student qualifies as being diagnosed with a language disorder.

The report **must** include a brief section on the evaluation.

The report is written in easy-to-understand language without using a lot of professional terminology. **Must** j

The specialist **must** document the presence or absence of a language disorder in the report.

The specialist **should** not write in his report a determination of eligibility or recommendations in favor of or against language therapy.

This is provided by the work team, which includes a speech and language pathologist (

Culturally and Linguistically Diverse Students: If grading data reveals evidence of the use of a local dialect or language differences, they should document them as is and should not count them as errors. If language differences, local dialects, or both are incorrectly treated as errors, students will be inappropriately identified as having language problems. When choosing the most appropriate test to administer, the clinician should study the test manual to see whether students who do not speak the dominant Arabic language in the community will be penalized for their language differences. Dynamic assessment can be useful

A. Dynamic assessment includes testing approach and linguistic Very important when valuing students from culturally diverse backgrounds

Teaching and re-testing (approach test-teach-test) to assist in diagnosing the differential disorder if it is re-evaluated when there is a noticeable

development in the language. Linguistics. The student who does not have a disorder shows up

On modeling and indicative practice.

Special samples: For students with severe difficulties, judgments may only be made with

Descriptive measures. The job communication profile and job communication teacher information can also be used.

The functional communication rating scale is used to evaluate the communication skills of these students.

English Language Learners: It is important to use assessment tools that accurately capture a child's actual language abilities when assessing children for whom English is not their primary language. It should

Machine Translated by Google

Tests are administered using the child's mother tongue. According to the American Speech-Language Association, if the test is not on children who speak the particular language in which it was tested, it is inappropriate to state the standard user. Standard scores in the report. However, the descriptive information obtained can be used While applying the test to describe the child's strengths and weaknesses in the field of communication. When evaluating a bilingual child, the speech-language pathologist should use an interpreter and interview the parents or caregivers. Always take care and benefit from the interview.

Standard 1 (d): Social and emotional development

Social and emotional development is discussed through standardized rating scales using grades From a multi-domain evaluation. Information must be obtained from the environment The main indicator is that it is a part Home and school (if the child is in a school or pre-school setting).

It is important to assess behavioral, social and emotional factors through multiple systems and across environments using several sources of information. This includes clinical or standardized interviews, systematic observations, behavior check-off lists, rating scales, and self-report, but is not limited to On her. Behavioral, social and emotional factors may be assessed through the use of Estimation applied Behavior assessment to determine pattern of behavior in home or school environments. It is recommended that he Self-examination on the student in order to obtain information regarding his social-emotional status. Parents, teachers, and students should complete behavior checklists and grade scales for the student's case. Social-emotional development over a specified period of time as necessary.

Psychologists are encouraged to conduct interviews with parents and students to determine whether the behavior Y Consistent across home and school environments. Play-based assessments may apply to children. young people instead of a formal child interview. It will enable direct observations between multiple environments

Machine Translated by Google

(e.g. , gym, hallway, classroom, etc.) conducted by a team of several

Team members can collect narrative information as well as identify potential triggers of the behavior.

Collecting data from a variety of sources provides an opportunity to determine whether there are specific drivers of behavior.

The student. The team must analyze the factors behind the student's behavior or emotional responses to

The method of defining the target behavior, the function or purpose of the behavior, and the factors that comprise the behavior. And it will be possible

Determining the level of difference in the child's behavioral and emotional responses through diagnostic procedures

Codes, interviews, check-off lists, case histories, observation processes, or the like allow the team to develop an appropriate

plan to support the student. Participants, including the behavior specialist and teacher, can provide

The private school counselor, school counselor, and parents provide information in order to obtain

A comprehensive overview of the student.

Standard 1(e): Adaptive growth

Adaptive growth is monitored through standardized measures containing composite scores, which can be:

From a multi-domain evaluation. Information must be obtained from the home and school environments.

Part

Adaptive behaviors **should be** measured with standardized measures that comprehensively measure skills that relate to areas of

Adaptive behaviour. The application of the standards can be completed independently through interviews with providers.

With parents. Those who know the student best must complete the assessment scales in the nurturing environmentor

School. Psychologists need to review the explanations with those who completed the rating scales in order to

Prevent inaccurate estimates or when there is a lack of understanding of the paragraphs. It is important to consider estimates

y

Results and follow-up if inconsistent results emerge based on observations.

Adaptive behavior **measures** usually cover several domains and provide overall scores for the behaviors.

Because not all measures of adaptive behavior give their domains the same name, adaptability is needed. And he looked

Machine Translated by Google

Evaluation specialists need to review these measures to see how the skill sets related to the skills listed in the diagnostic scales (i.e., the conceptual domain, the social domain, and the functional domain) are distributed among the assessment domains. M.

For example, the conceptual domain, the social domain, and the functional domain can be understood with skills.

The following:

Conceptual skills: focus on the child's language skills and literacy; And the concept of money time and numbers; And self-direction.

Social skills: include interactive skills, social responsibility, self-esteem, and spontaneity.

Innocence, solving social problems, and the ability to follow rules, abide by laws, and avoid falling foul of others.

As a victim.

Practical skills: includes activities of daily living, vocational skills, health care and travel/mobility

Schedule/routines, toxic tasks, use of money and phone use.

Machine Translated by Google

When there are differences between estimates of adaptive behavior, systematic observations with a study of the history of

The remote and historical student is important. Psychologists should look at the resulting scores, pay attention to potential factors that could raise or lower

scores, and identify reasons that might help explain differences between scores. Systematic observations should focus on differences identified through

assessments based on the home and school environments. Must use

Clinical judgment to help evaluate the validity of the results and the value of the difference.

Systematic documented observations are distinguished from narrative observations in the following ways:

The goal is to measure specific behaviors,

Before monitoring it Behaviors define my work

Observation steps are applied practically through standardized procedures.

The dates and locations of observations must be carefully selected and determined.

The data collected are standardized and do not vary from one observer to another.

Observations of age-appropriate adaptive behaviors must be addressed in a structured and systematic manner.

Delisting lists for simple methodological observation can be found in the appendices.

Below average on a standardized financial estimation tool **Criterion 2(a):** Decrease in performance equivalent to 1.5 standard deviations

Taking into account the standard error of measurement (or less) (i.e., the sixth to seventh percentile is approximately

(SEM); If the standard scores for the tool used are not available, the severe deficiency can be inferred through the presence of a 25% delay based on age

in two or more areas .

developing countries

Machine Translated by Google

In order to meet the criterion for remote delay, a child must show delay in at least one of the areas:

The five main ones (which are cognitive development, language development, emotional development, or physical development, which includes

Small movements, large movements, complex movements, and adaptive skills) and there are two ways to explain

Delay in the required standardized assessments based on the mentioned criteria. Standard 2(a) presents the first of two ways (meaning that at

least two developmental domains fall within the approximate range of simple to average that indicate that the child may face comprehensive

developmental concerns compared to With his peers of the same age

It may require intensive interventions.

The presence of developmental domains and total domain scores is required when determining delay; Individual subtest scores are not used as

a determinant of delay in any of the five developmental areas. And it should

The report for each field should include the standard score, percentile rank, and percentage of delay based on

Chronological age, assessment observation processes, and interpretation of grades. Interpretation of results should include a review of identified

strengths and weaknesses. The evaluation specialist must consider the results that fall within the error

The standard measurement is taken into account along with all other estimation results to gather evidence in order to determine

The lag that exists, as is the case in any standardized assessment.

Standard error of measurement (SEM): The standard error of measurement estimates how replicate measures of a person

The instrument itself should tend to be distributed around its “actual” score. It is always the actual degree

It is unknown because it cannot be proven that the scale provides a complete reflection of the actual score. The error is linked

Directly based on the stability of the test; That is, the greater the standard error of the measurement, the lower the stability of the measurement The standard for measuring correlation

measurements contain... testing, and thus the accuracy of the applied standards and the resulting scores decreases. Since all

Despite some errors, it is very unlikely that any test will achieve the same scores for a sample person on every test.

The test is repeated once.

Machine Translated by Google

Any standard error of measurement should be reported and considered when considering all sources of data collected from the estimation. **The following points provide guidance regarding when to use the grades that fall** within

Standard error of measurement:

It is only used on a case-by-case basis.

Its use is supported by other supporting evidence because other options may over- or under-estimate Y

Assessing the student's ability, or both.

on why the standard Trainers on job performance reflect on professional judgments and reasons Psychologists provide documentation

error of measurement is used as the best estimate of ability.

Factors that should be taken into account when choosing a measure of cognitive abilities:

A Latest measurement tools that are unbiased when used with minority or culturally diverse students

(For example, Arabic language learners). Use tools that achieve valid and linguistic indicators.

And a constant for the student's ability. For example, non-verbal measures may better measure ability

Cognitive development for students who do not master the Arabic language or students with unsuitable circumstances in terms of

Social and economic.

If the IQ test results are significantly skewed in one or more areas of the test due to...

In the child subculture, consider applying Fundamental differences in culturally acceptable language patterns

The child's culture, strengths and abilities. With Another, more consistent measure

- Review evidence (documented and suspected) of other impairment (e.g., hyperactivity disorder

Attention deficit, emotional disturbance, autism, language and speech disorder, hearing impairment, and disability.

(Visual and specific learning disabilities).

- It must be taken into account that the child's subculture may not encourage long verbal responses.

Machine Translated by Google

If the child has previously been assessed, the full history of assessments and grades should be obtained and considered from

In order to guide the selection of the evaluation and ensure the validity and interpretation of the results. **Keep in mind the following:**

Are the results of the assessments consistent over time?

Have areas been addressed or overlooked in previous assessments (such as strengths and weaknesses)?

If the child has another disability, has this affected performance on the current test?

Did the child receive the most appropriate tests? For example, have testing factors been considered?

Re-test the language and culture when choosing the test?

Is there a bias in the child, his feelings, and his behavior regarding how to evaluate him?Was it caused by affectation?

The most reliable score on cognitive ability scales is the total score of the scale or the total composite score of the assessment tool and should be used

when it is valid. Comprehensive cognitive assessment includes verbal and non-verbal aspects. However, understanding the factors mentioned above (such

as motor and visual limitations,

(lack of exposure to languages, language acquisition, language differences, etc.) on performance on a test from

tests and lowers the grade in general, in which case there may be other options by which performance can be estimated. A professional trained in cognitive

assessments should use professional judgment and consider all factors that influence performance such as deficits in adaptive behavior, and put in the test

Standard error of measurement.

Potential delays in two or more areas that can be identified on standardized assessment scales include:

1.5 standard deviation below the mean, which is equivalent to 77/78 of the standard score, so that

The average is 100 and the standard deviation is 15

Machine Translated by Google

1.5 standard deviation below the mean, which is equivalent to a T-score of 35, so the average is 50

And the standard deviation.10

A 25 per cent lag is based on chronological age as defined by the scale.

Criterion 2(b): Decreased performance on a residual lag estimator rated at 2 standard deviations below

Taking into account the standard error of measurement (SEM); With (or less) the average (i.e., approximately the second percentile).

If the standard scores for the tool used are not available, the severe deficiency can be inferred through the presence of a 40% delay based on age in two or more developmental areas.

Standard 2(b) provides the second of two ways to explain lag on the required standardized assessments (i.e., at least one developmental domain measured falls within the ranges associated with lag compared to peers of the same age, and may be (request intensive interventions). Please refer to Standard 2(a) on considerations Evaluation (for example

(e.g., standard error of measurement and test selection).

All developmental domains and total domain scores are required when reporting scores; Maybe not

Individual subtest scores are used as a determinant of delay in any of the five developmental domains being assessed. The report should include the assessment result for each developmental domain, the standard score, the percentile rank, and the percentage of delay based on the chronological age, observation processes, and interpretation of the scores. Interpretation of results should include references to identified strengths and weaknesses. The evaluator must take into account results that fall within the standard error of the measurement along with all other assessment results to gather evidence to confirm the existence of lag, as is the case in any structured evaluation. n.

2 standard deviation below the mean, which is equivalent to a standard score of 70 (the mean is 100 and the deviation

Standard 15.

Machine Translated by Google

2 standard deviation below the average, which is equivalent to a T-score of 30 (the average is 50 and the standard deviation

10(.

25% lag based on chronological age as defined in the standard.

Criterion 2(c): When determining that a domain achieved 2 standard deviation (i.e., 2nd percentile or lower) with

Taking into account the standard error measurement or if there is a delay of 40 percent for the child's chronological age, the presence of

other deficiency categories that are more descriptive of the child's learning style is excluded.

When it is clear that the child shows significant deficiencies in the basic areas of developmental delay

(i.e. cognitive, communicative, physical, adaptive, social/emotional), the team should consider all assessment outcomes and the potentially

relevant categories of disability.

Children only up to the age of nine and one month. Therefore, if there is sufficient evidence that the child

If the child meets the criterion for a different disability, the team must decide whether the child should

Placed under the category of disability (for example, mental disability, speech and language disorder, physical disability

, other mental disabilities, etc.) rather than remote delay.

For example: A young child with severe impairment in cognitive functioning (i.e., 2

Standard below average at least) in addition to the presence of severe weakness in adaptive performance (at least one area

The least falls within the range of 2 standard deviations below the mean) for the criterion of mental disability or remote retardation. Consider

Given the age of the child, the team may not jump to the conclusion of the presence of a mental disability, as there are developmental factors that may affect

Based on performance on standardized measures (e.g. language delay, social and emotional development). Team decisions regarding the

most appropriate disability category should be based on the body of evidence gathered. The specialist should provide observations about

the child’s performance during the evaluation process, and present those observations in the report. Written when interpreting results that

show whether there are factors affecting performance such as (resistance

Machine Translated by Google

Directions, and difficulty understanding directions, which could be an indicator of a delay in communication, and shyness.

From an unfamiliar person, poor attention, etc.).

Study any existing data

The purpose of this standard is to provide a summary of the child's previous measurements, interventions, and educational performance (where applicable).

The study should include transitional data provided by medical reports

To the system responsible for early intervention and previous test results, if any. The information provided is provided

Part of the study provides context relevant to current concerns and past remote history.

and intervention, which may or may not be effective.

If the child has previously been assessed, the full history of assessments and grades should be obtained and considered from

In order to guide the selection of the evaluation and confirm and interpret the results. **Keep in mind the following:**

Are the assessments consistent over time?

Have areas been addressed or overlooked in previous assessments (such as strengths and weaknesses)?

If the child has another disability, has this affected performance on the current test?

Did the child receive the most appropriate tests? For example, have factors such as language been considered?

Is culture taken into account when retesting?

Is there a bias in the child, his feelings, and his behavior regarding how to evaluate him? Was the situation caused by a crisis?

(b): Interview with parents to obtain the child's developmental history

Observed growth needs.

The parents' opinion should be taken into account and considered an important element in the evaluation process. They must participate actively

Machine Translated by Google

By providing data and information about their child. It must include the information obtained

The child's progress in developmental milestones in all assessed areas, medical history and learning environments

Precedent and family relationships/family history. This information should help identify patterns of lag or strengths that have

emerged in several evaluations.

Measure current developmental skills to include standardized, individually applied assessment

The least.

The assessment should not depend on a single measure to determine eligibility, and the assessment must include at least It must

A single, standardized assessment administered individually to measure developmental skills (i.e. cognitive, communication

development, adaptive behavior, physical, and social/emotional skills). The focus of the assessment should be on one child and

not apply Evaluate a group of children at the same time. The results of the evaluation must be presented Standardized scores and

percentile ranks allow the evaluator and team members to compare the child's performance with that of his or her peers.

Same age.

Observations by a qualified professional in a developmentally appropriate environment for the child, such

or home, to document abnormal development.

There are various types of observations that can be used (such as a specific time sample, response, or

part of the evaluation process, but it must include all steps in a systematic/organized manner) as part

Observation: It is known about the factors related to the remote delay as indicated by the definition. It is recommended to seek help

More than one evaluation team in order to complete the observation process. Team members may offer a different perspective or

expertise (for example, school psychologists, special education teachers, speech-language pathologists, occupational and physical

therapists, etc.). Team members should cooperate with each other to collect observation data when recording a vision

Comprehensive, summarizing

Machine Translated by Google

Child behavior. It is important to note a wide range of social responses and interactions during the assessment. Evaluation may include structured observations, such as guidance in the classroom, behavior during lunch, for example, in the cafeteria, or moving in the corridors, or taking a break in order to provide good performance.

Regarding pre-school students: Observation should be conducted in classrooms in a pre-school setting.

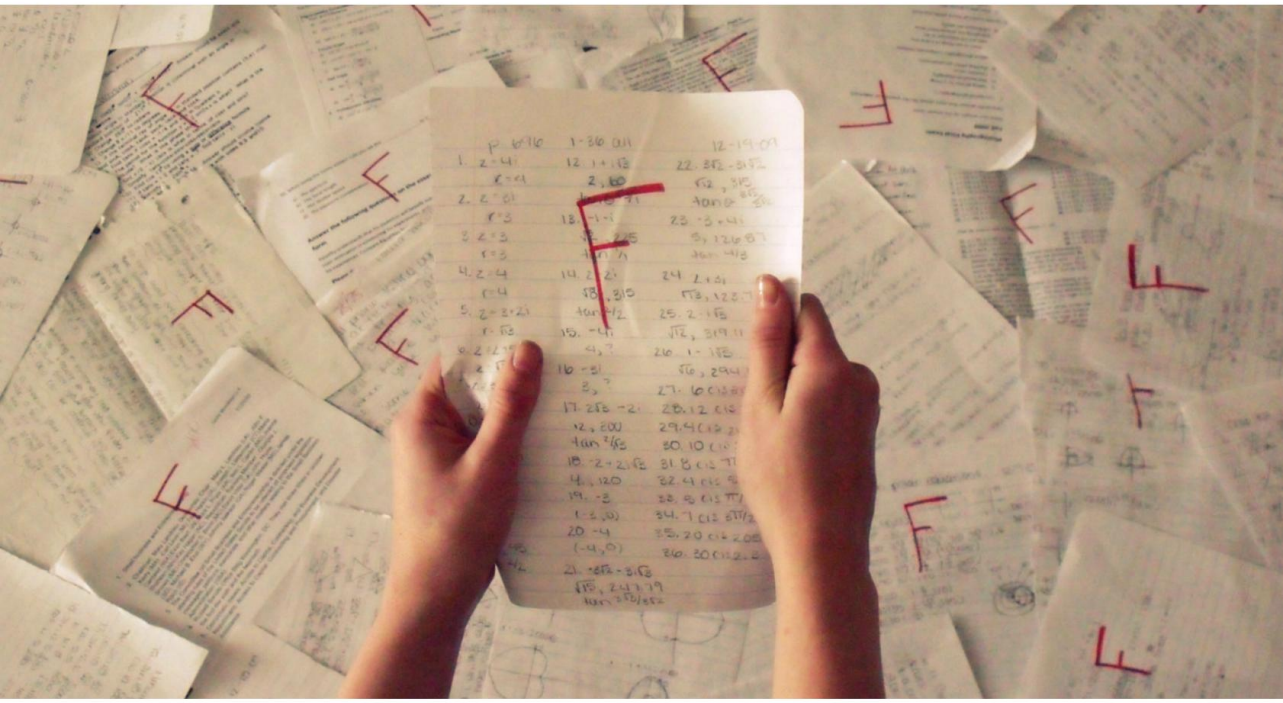
School for the child, if possible. The assessment team should consider the results of standardized assessments and parent data.

The teacher and the notes inside the classroom in coordination with some of them. If the child is not in a pre-school setting

Next, parents should be asked if the child's participation during the assessment environment represents typical behavior

Or what is usual for the child.

On the Standard 4: Documentation; Which includes observation, evaluation, or both, and the extent to which remote delay is negatively affected. child's educational performance in the special learning environment and his need for specialized guidance and related services (on (For example, merging academic or non-academic fields).



Machine Translated by Google

The report should include a summary of all the findings gathered, and explain whether and in what way the delay affects educational performance.

This information is the culmination of the data that was obtained negatively.

Based on all sources of information. And who ' Â year' It is appreciated if you make an impression ' It is a part of it

It is important to know that the documented effect on educational performance does not necessarily mean that the student shows

Academic shortcomings must be taken (e.g. poor grades, particular difficulties in basic skills). '

Non-academic skills and behaviors are equally taken into account. Educational performance is a reflection of participation

Whole students in the school environment. **It includes**

Cognitive performance and academic skills

Pre-academic skills and adaptive behaviours

Daily living and performance skills

Socio-emotional development, communication skills and participation in developmentally appropriate activities

(such as pre-vocational skills and vocational training)).

If the child is in pre-school, the evaluator should consider whether the child

Able to follow directions, participate in group activities, and engage in parallel and cooperative play '

(age-appropriate), regulating emotions, and adjusting to changes in schedule or routine. Other examples of how delays affect learning performance

may include difficulties with transitioning between activities and transportation on their own In the classroom alone (for example, pulling out chairs

and sitting on them without falling or moving around) From sitting position to standing alone) and using communication to achieve social goals.

Standard 5: A comprehensive assessment of continued eligibility should normally be made for reassessment after age 7 to consider

the presence of other impairment categories that are more descriptive of the child's learning (i.e., not permitted

Machine Translated by Google

(By reviewing the file to determine continued eligibility).

Since irreversible delay cannot continue beyond the age of 9, a comprehensive assessment is required at the time of re-assessment which is applied every 3 years (or when team members request a re-assessment after the age of 7). The evaluation plan in order to obtain a comprehensive assessment should be based on: Current concerns and assessments

Required in connection with any suspected disabilities.

Estimation participants

Information is collected from the following people:

- the parents.

- The child's teacher in the general education classroom.

- Education teacher.

- One or more of the following persons (as appropriate).

(a) A school denial specialist, clinical denial specialist, or denial examiner (working under the direct supervision of

For a specialist, or a medical doctor.

(b) Speech-language pathologist.

(v) A relevant service provider who has received adequate training

(d) Other employees.

Guiding participants in the assessment

Below are examples of information that participants may contribute to the assessment

Machine Translated by Google

(Parents or caregivers:

Case history and developmental history.

Behavioral/social development.

Current concerns.

Other relevant interview information.

Rating scales.

The student's teacher in the general education classroom (for example, the primary guidance teacher):

Information for the observation process.

Academic skills.

Rating scales.

Samples of work.

Observational data on the presence of response to the intervention, if possible

Behavioral intervention data

Other relevant quantitative or qualitative data

The student's special education teacher (e.g., Individualized Education Program Development teacher/director)

Status(:

Information for the observation process.

Machine Translated by Google

Rating scales.

Samples of work.

Pre-vocational training checklists.

Interviews/questionnaires/transitional delisting lists.

Interviews/questionnaires/professional disbarment lists.

Other relevant quantitative or qualitative data.

One or more of the following persons (as appropriate):

(a) A licensed denial specialist in the school, a licensed denial specialist, or a licensed denial examiner.

For him or a licensed medical doctor:

Formal and informal assessments (e.g. remote assessment, cognitive assessment, benchmarks

Adaptive, social-emotional measures).

Observation processes.

Interviews with caregivers.

Developing history.

(B) Speech-Language Pathologist:

Formal and informal assessments that address developmental communication skills (i.e., language appreciation).

Observation processes.

Machine Translated by Google

Interviews.

Developing history.

(v) a relevant licensed service provider:

Formal and informal assessments of major skills.

Evaluation of sensory abilities.

(d) and other employees, as constructed.

Report elements.

The following diagram shows the elements that can be found in the report. The plan is not intended to be comprehensive

But it is an example of evidence used when writing estimation results.

Reason for referral.

Current concerns.

Previous estimates, conclusions and suggestions (for example, external service providers

(and school).

Case history and relevant developmental history (e.g., developmental aspects, family history, interactions).

School history (such as: attendance, academic achievement, behavioral/disciplinary data and information, and history of

Intervention(.

Medical history.

Machine Translated by Google

Assessment procedures/tools (e.g., tests, assessment dates, observations and interviews)

and consultations with specialists).

Explanations and results of the current assessment (e.g. remote, cognitive, physical, communication, social)

Emotional, etc.).

Educational impact: the study of factors that influence educational performance such as academic skills and ability

Gaining access to the basic curriculum of general education.

summary.

Recommendations.

Section Four: Eligibility Considerations

The IEP team should meet after the assessment is completed to review the results and determine if the student is eligible to receive special education services. It includes decisions on eligibility for services

Special education has two parts: (1) Determining whether the assessment results indicate the presence of a disability. (2) Determining whether

The child's educational performance requires very intensive intervention (i.e., special education and The specific disability has a negative impact related services). Parents receive a copy of the written evaluation report completed by the evaluation specialist (e.g. No, the educational negative assessment report, the speech and language assessment report, and the treatment specialist's report. (occupational therapist and/or physical therapist, ophthalmologist's report, etc.). After the team determines eligibility, the parents receive a copy of the eligibility report and advance written notice documenting the team's decisions. If the student is found to be eligible To diagnose learning difficulties

A program was developed for him

Individual instruction within thirty days.

The assessment results allow the team to answer the following questions to determine eligibility:

Machine Translated by Google

Has both parts of eligibility been verified?

The first part: Do the evaluation results support the presence of learning difficulties?

- The team should consider the definitions of learning difficulties and the criteria referred to in the disability standards (i.e.

Estimation procedures.

- Are there any other factors that may have affected the student's performance during grading? The student becomes a junior

The determining factor for eligibility is either a directional deficiency in reading. You are eligible for special education services if proven...

Or mathematics, or limited proficiency in the Arabic language.

The **second** part : Is there evidence explaining how disability negatively affects the student's educational performance in his environment ?

Educational?

Does the student demonstrate a need for special guidance and related services? - Did you?

- Did the IEP team determine eligibility (after reviewing all assessment items)?

- If there is more than one current disability, which is the disability that is most affected and should be classified as a disability?

main?

Considerations for developmental delay

The definition of remote delay indicates that the child does not meet the developmental stages expected of him according to his peers.

Same time period. Therefore, the assessment team must review the history of skill, behavior and ability.

There may be a possibility that he is experiencing a traumatic event that is affecting his development and making him vulnerable to being classified as delayed.

However, the work team must be careful not to make the mistake of classifying any child as suffering from

Developmental delay, because the child may show behavioral reactions as a result of temporary events that occurred in his life.

Machine Translated by Google

(For example, the birth of a brother/sister, divorce, or starting a new school). In some cases

changes. If it is not short and disappears when the child adapts to Observed behaviors continue to reflect these

There is a pattern of progress in growth before such an event occurs, it is recommended to apply interventions

Either before or during the assessment in order to see if the child's behavior/skills are improving without help

Additional.

Section Five: Re-estimation considerations

Reassessment should be performed at least every three years, or sooner if circumstances so require.

Any member of the Individualized Education Program (IEP) team may request a reassessment before the scheduled date.

Conducted every three years (for example, when the team suspects an impairment of the re-estimation that

(new or when considering a change in eligibility for services). This process includes

Review past grades, current academic performance, and information provided by parents, teachers, and related service providers. This process

will be documented in a Regrading Summary Report (RSR). Documented prior assessments must include any assessment results obtained as part

of a comprehensive eligibility assessment or other partial assessment. The staff will review the Re-evaluation Summary Report (RSR) during the

Individualized Education Program (IEP) meeting before making a decision on the need for re-evaluation. Therefore, it is best for the Individualized

Education Program (IEP) team to meet at least 60 days in advance.

depends on the child's needs and progress, may not require reevaluation From the scheduled re-estimation date. And constructively

must While conducting tests or applying other formal procedures, the education program team

Individual IEP (Review all relevant data carefully when identifying each need that warrants evaluation of the child.

Reasons for requesting early re-evaluation include:

- There are concerns such as the lack of progress in the special education program.

Machine Translated by Google

- A member of the Individualized Education Program (IEP) team obtains new information or data.

- Review and discuss the student's ongoing need for special education (i.e. whether the student has achieved the goals

required, the IEP team will consider the student's exit from the IEP

His own (.

New or additional disabilities are suspected (i.e., when major health changes have occurred or changes have appeared - Y

(as a result of external estimation data or the occurrence of changes in performance that cause additional concerns).

The IEP team may decide whether or not an assessment is needed to establish eligibility.

Ongoing. All elements of the re-estimation summary report should be reviewed before the most appropriate re-estimate decision is determined.

Appreciation.

The following is a list of reasons that require appreciation or non-appreciation:

No need for appreciation

- The working group determines that no additional data or estimation, or both, are needed. The IEP team determines the student's continued

eligibility for special education services for the identified difficulties (or disabilities).

A. currently

- The working group determines that no additional data or estimation, or both, are needed. The IEP team determines the student's continued

eligibility for special education services for his or her primary disability, and also determines that the student no longer has a secondary

disability.

- The team determines that no additional data or estimation, or both, are needed. The student is no longer qualified

To receive special education services.

Machine Translated by Google

- (Emergency transfers): The team confirms the need for additional data or estimation, or both, when a child arrives.

From outside the center or institution, in the event that all eligibility requirements do not comply with the eligibility criteria

The current status of the centre. Therefore, the Individualized Education Program team will determine the child's eligibility for services.

The special education appropriate for him

The need for appreciation

- The working team decides that no additional data or assessment, or both, are needed for the student's initial disability. The Individualized Education Program (IEP) team

determines that the student continues to be eligible for special education services for his or her primary disability, but the team explains that the student may have an

additional disability,

Therefore, an assessment of the suspected disability classification must be completed to determine whether the student has a disability.

They can be classified as secondary, additional, or both. In this case, the student's eligibility to receive special education services for the current identified primary disability

Based on the date of the decision. Eligibility must be updated after continues

the secondary disability assessment is completed if the team agrees that a secondary disability exists (this should not

(This is your initial disability eligibility date.)

- The team does not determine the need for additional data or estimation, or both, except for the purposes of the treatment plan. Where

Limited information processing and collection for purposes or services. This estimate is not included

This rating includes all assessment items used when determining eligibility. Eligibility cannot be determined by

Information collected during program planning. If there is a need to consider a change in initial eligibility, the

Conduct a comprehensive assessment.

- The team determines the need for additional assessment to demonstrate the student's continued eligibility for education services

From time to time the team considers whether or not to succeed. A comprehensive assessment is necessary. The current one for specific disabilities

Comprehensive study of primary disability. Eligibility will not be determined until after the assessment is completed, and this will be considered an assessment.

Machine Translated by Google

It was looked into. It is necessary to evaluate all assessment requirements that relate to the eligibility classification that

A student's Individualized Education Program (IEP) must be reviewed and updated if a student's eligibility changes

After conducting the estimation.

Special considerations for re-estimating the developmental delay

A review of the files with a re-evaluation summary report may be sufficient to determine continued eligibility for the student.

They are re-evaluated before completing their seventh year. Who y

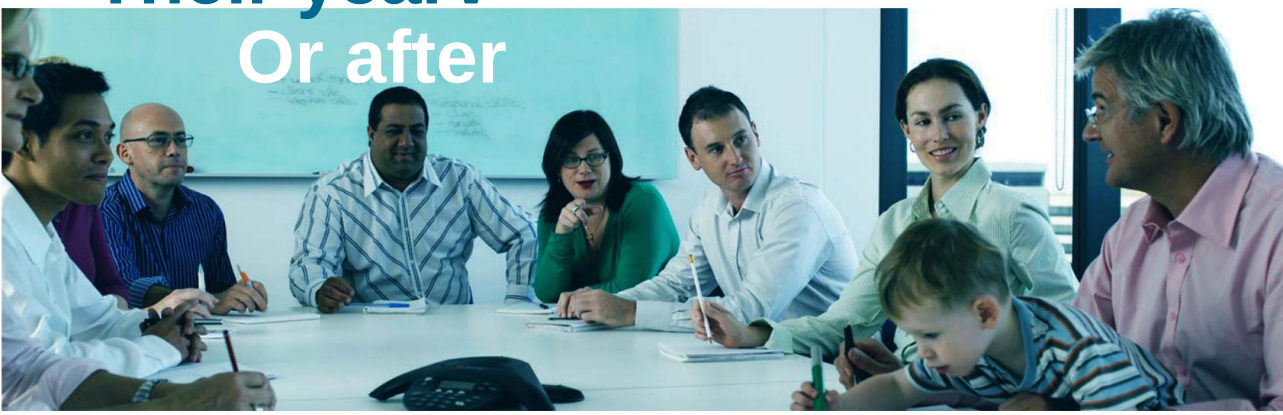
Students who are being re-evaluated in or after their seventh year should be comprehensively evaluated to determine:

1. Either continued eligibility under the developmental delay classification.

2. Or there is a more appropriate specific classification of disability.

Their yearv

Or after



In this case, the Individualized Education Program (IEP) team will use the Re-Evaluation Summary Report.

To review previous and current information and determine the most appropriate assessments to apply. Evaluations must be adopted

Specific criteria depend on the classification of the suspected disability being investigated. For example, if

If there are specific learning difficulties, all criteria for specific learning difficulties (SLD) must be followed.

Machine Translated by Google

Academic achievement cannot be used as a component of remote delay but should be assessed for children

At school age to check whether there is an area where there is another disability and address it. The collection item can be applied

Academic to know the levels of performance in all academic areas or only in a specific area of academic deficiency according to the eligibility

classification being assessed. For example, taking a full academic achievement test may be an issue.

In the event of meeting due to a health deficiency. However, if a learning difficulty is classified, it is necessary

If identified as a potential difficulty, then only the area of deficiency (for example: fluency) should be addressed.

(in reading or reading comprehension). The IEP team may determine continued eligibility for remote delay after careful consideration of all

necessary information. Other disability classifications should be used if

Describe the child's strengths and needs.

Reaching the age of transition from the stage of remote delay: When a student with a remote delay approaches his or **her birthday** to

determine whether he or she has another disability in need of educational services , the It is appreciated

The private. Furthermore, a student cannot receive special education services after turning 10 years old.

Considering that remote delay is the only disability classification that describes his condition.

The Individualized Education Program (IEP) staff should use a re-estimation summary report to compile

information and determine whether a comprehensive re-estimate is necessary. In some cases, a student may make progress

To get out of special education. On the other hand, a comprehensive re-evaluation should be conducted to verify that there is sufficient

Other disabilities that are more age-appropriate for students who are in constant need of receiving services

Private education. In this case, the work team must complete the evaluation plan in a summary report.

Assessment to identify areas to be assessed that are consistent with suspected areas of disability. It must happen

The consent of a parent or guardian is required when the evaluation is conducted as part of this document. It is important to start taking action

One day. The comprehensive re-estimation must be fully applied and this step must be scheduled at least 60 years before

Eligibility is determined before the student reaches 10 years of age to maintain consistency between internal and government regulations.

Machine Translated by Google

Students who do not meet the eligibility requirements for another disability classification should be removed from education.

private schools, but local educational districts must carefully monitor these students to ensure continued

Their progress is commensurate with that of their peers.

The role of the speech-language pathologist (SLP): A speech-language pathologist should join the meeting when

It is time to re-evaluate a student who has a developmental delay.

- All criteria must be taken into account if the team intends to conduct a comprehensive assessment to find out whether there is still

The remote delay appeared. The child y

- If the student receives speech sessions under the umbrella of remote delay and still faces difficulties in

Communication Language testing should be administered if staff are considering a new primary disability. For example, if a student is

considered to have a mental disability, specific learning disability, or

If the child is healthy and still has language disorders, a language test will be needed to find out if the child has

The criteria for linguistic deficiency were applied to him. In such cases the student may not meet the criteria for any

Suspected disability but still has language difficulties and may meet criteria for a language disorder.

Machine Translated by Google

Description and procedures for application, correction and interpretation

the introduction

The remote delay, severe and multiple disability battery consists of two parts, each of which can be used

Separately, they can also be used together: the first part is for a rapid examination to determine the presence of a terminal delay,

The second part is concerned with in-depth examination and evaluation of severe and multiple disabilities and preparation of the intervention program.

The first part is a codified summary that is used to quickly determine the path of growth, and helps in making many clinical decisions and determining

an individual's eligibility to receive special education programs. It is also used to determine the path in

The second part of the battery, it is a quick, easy and informative tool, as well as a stable and honest tool.

The advanced level is used to identify severe disabilities, prepare an intervention program, and track progress.

Individuals for people with severe or multiple disabilities from the age of 6 months until the age of majority,

It also helps in evaluating individuals with other disabilities who need detailed evaluation for intervention planning.

Therefore, the scale can be used to estimate the remote level and analyze aspects of development strengths and weaknesses.

The measure of remote retardation and severe and multiple disabilities consists of five main areas:

The physical domain, the adaptive behavior domain, and the social-emotional, cognitive, and communication domains. The scale is taken into account

Frequent cultural and technological differences and their important impact on both the rate and nature of growth experiences. Modern technology Alt

has had a positive and negative impact on children's development and their exposure to various experiences.

On the negative side, it has pulled the rug out from reading and contemplating nature and the composition of shapes and cubes.

Drawing and face-to-face social interaction. On the positive side, it facilitated the process of communication, learning and performing

Inspirations. The scale was designed to take into account the great disparity in cultural, social and economic levels, which

This, in turn, affected the educational process and the choice of schools. Cultural differences such as family patterns have been established

Diversified children and care institutions live in a world completely different from that of the previous generation.

The scale can be used effectively in a variety of settings and for a variety of purposes, as it provides

Machine Translated by Google

Scores based on criteria and information about individual strengths and weaknesses in a child's development. And it's possible

It can be used to assess the developmental growth of children, and it also provides an accurate negative measurement tool that can quickly assess

Possibility of delay. Research indicates the necessity of early identification and intervention for developmental disabilities, because they

Highlights the need for effective and accurate assessment of child development. Most laws are determined in the countries of the world

Those interested in identifying a child with a disability include the five main areas covered by the Remote Delay Scale and severe and multiple

disabilities as areas that can be evaluated to determine delay. Moreover, it is required

Some laws in a number of countries require institutions to provide a means to involve parents in evaluating the child from

By providing protective information about the child. The scale meets the specified criteria that help to obtain

It is a multidimensional assessment based on interviewing parents and caregivers and observing the child's behavior.

Explicit individual planning, in addition to continuous evaluation of progress, has become the most important part of the trend towards increasing

the integration of individuals with disabilities into society and the professional field. And for people who

Suffer from a severe and/or multiple disability. Individualization can only occur when the

Evaluation Small but measurable increases in behavior change. Moreover, these individuals need

An assessment process that includes a broad range of skills and clarification of the current state of potential growth and specific conditions.

To perform observation. Although many diverse evaluations are used to guide individual programmes,

To assist people with severe and/or multiple disabilities, these assessments are complex in

Their application, and in many cases their results do not help in preparing a specific profile and do not define the objectives of the "steps".

"Next." In addition, most traditional measures, such as standardized intelligence tests, include a set of domains that are fewer than what is required

to evaluate a person with severe disabilities. So the advanced part has been prepared

From scale to overcome these limitations by providing a tool for setting short-term and long-term goals

Expansion efficiently in key development areas that are specific enough for individuals to benefit from service providers. The advanced part of the

scale has been prepared to be consistent with the proximal growth areas.

Machine Translated by Google

"Vigotzi, which means the difference between what the learner can do without assistance, and what he cannot do, which he defined

He did it. In this context, the main goal of the evaluation is to determine the "distance" between the independent skill and the level of

Potential growth is determined by observing the examinee collaborating with another individual, and is achieved in

The scale is measured by using the five levels of performance ratings available for each element, which help in

Identify skills in which you have had some success (with varying levels of assistance) as well as in pointing

To potential next step goals. Because terrestrial evolution does not occur in a continuous progression or at the same rate

For all aspects of skills, the scale is designed to provide service providers with a separate profile of strengths

The level of weaknesses observed, which is useful for planning programs and setting goals for the next step.

General Description

First: the basic level

The Remote Delay Scale provides five scales, each containing 40 items, and aims to evaluate general development, and can be

used to assess older children and their functional performance from birth until the age of 12.

This is for individuals who suffer from delayed growth. The remote lag measure measures the entire set of...

Skills, from very delayed to ability in the above- **average range up to approximately 7 to 9 years of age**

(by scale). At higher levels, the primary use of the scale is to identify skills in the below-average range and verify that the skills of

children with high functioning are at least within the normal range J. From this standpoint, the effective use of the remote lag measure

is supported until the age **of 12 years.** In addition, the scale can be used during adulthood for cases that suffer from delayed

It is severe and needs to document the adaptive and developmental skills within the group that the scale assesses. And there is a third

Options for correction **(standard scores, age equivalents, and percentile ranks) for** each scale

The five metrics. In addition, the degree of general development is available, which consists of the five areas:

Next.

Machine Translated by Google

Advanced level

The advanced level is a reference-based assessment that measures specific skill levels in people of **all ages** who have severe/ multiple physical or sensory disabilities, including people

People with severe and complete mental disabilities and those with autism spectrum disorders. It is considered an advanced level

Also for individuals with mild to moderate disabilities, those with unique disabilities (such as individuals with visual impairment suitable

or paraplegia), and individuals whose functional performance reflects **Birth until the age of seven.**

Developmental age levels were determined through a comprehensive study of literature and previous research on

Important developmental stages and the typical age for acquiring common coping skills, and these levels

Age estimates are estimates and are best conceptualized as a way to measure progress over time.

As the results of the standardized evaluation.

The main areas of the scale

The physical sphere

Adaptive field

The social-emotional field

Cognitive field

Communication (language)

Machine Translated by Google

Physical field: 1

This domain measures physical development by determining the child's ability in tasks that require coordination.

Between large and small muscles, strength, endurance, flexibility, and sequential motor skills.

The major motor skills, some of which are assessed, andthe items are listed under classifications, some of which assess

Fine motor skills. This field also measures an individual's ability to receive environmental stimuli or stimuli.

And responding to them, in addition to the ability to move automatically and voluntarily. This field consists of the **advanced** level.

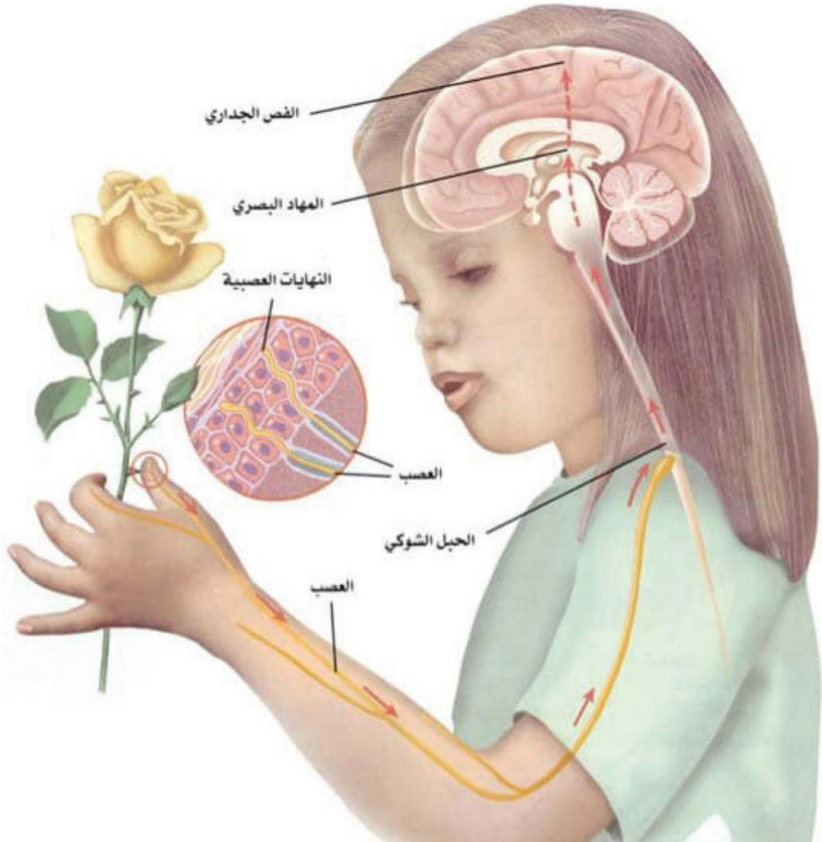
Of four sub-tests:

Involuntary reflexive actions

And gross motor skills

And sensory skills

and fine motor skills.



Machine Translated by Google

Adaptive field: 2

This domain measures competence, skill, adaptation to the environment, and the ability to perform life tasks independently, such as eating and dressing. It also measures the individual's level of self-sufficiency and independence.

Personality in developing daily life skills, including those skills required to maintain acceptance

Social and participation in society.

At the advanced level, this field consists of five subtests:

Eating skills

Getting dressed

Use the bathroom

Daily household chores

Travel and safety.

Machine Translated by Google

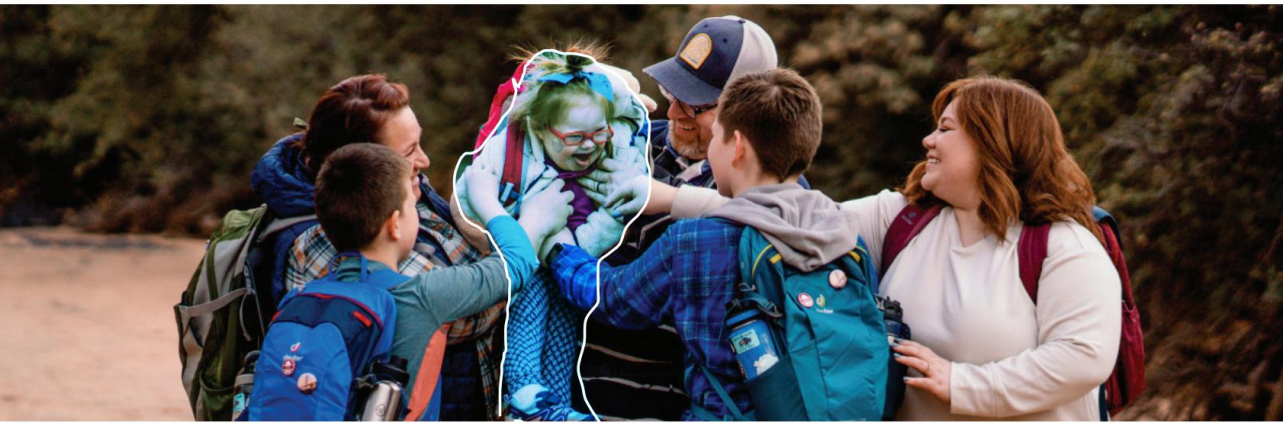
This domain measures relationship skills

The social-emotional field:

An individual's awareness, emotional and functional performance in social situations also measures personality and social understanding.

Friends, relatives, and his understanding of himself and others. It also evaluates the way the child relates or deals with

Valarashdin.



Cognitive domain: This domain measures cognitive abilities in an indirect way.

Rather, it is done by evaluating the development of the skills necessary forsuccess, not by measuring actual intelligence and achievement.

Academic and mental job performance. In younger years, the domain measures the basic requirements for performance.

Academic function in academic areas **such as reading, writing, arithmetic, computer use, and thinking**

Logical. At higher levels, actual academic abilities are measured. This field measures an individual's ability

To acquire information related to the formation and use of concepts.

It consists of two important sub-tests:

Pre-academic skills

and academic skills.

Machine Translated by Google

Reading, writing and arithmetic

ÿ+ÿ= ÿ

ÿ+ÿ= ÿ

and receptivity in all

5 Communication (Language): This field measures expressive communication skills.

Of verbal and non-verbal language. The use and understanding of spoken, written and gestural language are assessed.

by this measure, as well as the ability to use communication devices (such as telephone and computer) in a manner

Effective. The paragraphs are listed under receptive communication and expressive communication.

Machine Translated by Google

One of the child's parents or caregiver, and the basic level was designed to be applied through an interview together. At the

advanced level, the examiner can complete each field and it takes approximately 20 to 40 minutes.

Using any of the following three methods: (a) direct examiner observation during evaluation sessions or

(b) interviewing other people who know the subject well, such as parents and teachers, or (c)

observing. And you are embarrassed People who know the examiner well complete the domains independently, with the examiner

Information gathered through direct examiner observation at the advanced level is most valid, although other methods may be

preferable when time is of the essence or when comparing skills

The individual in various settings (e.g., home and school).

The scale items were arranged according to difficulty in each of the five areas. The correction criteria are characterized

At **the basic level ,** it is easy, because each item is evaluated either with "yes," which indicates that the child has the skill, or with

"no," which indicates that the child has not yet mastered the skill. The answers are then collected

To obtain raw scores, then they are converted into standard scores that meet the requirements of special education programs.

the items of the five scales are corrected according to the levels. And government regulations. At **the advanced level ,**

A series of functional independence ranging from not performing the task completely (Level 1) The five performance levels:

The five performance levels differ sufficiently so that observers can up to independent performance (Level 5).

Differentiating between them, the levels provide a broader functional range and are sensitive to minor changes in performance.

Application instructions

The remote delay measure is easy to apply and correct and is applied by a person specialized in

To help the specialist reach consistent results from psychological tests. Minimum training is necessary

And honest. Sometimes the scale can be completed by the parents or by a caregiver who knows the child well and is able to read

and understand the paragraphs well, and then the specialist corrects and interprets them.

Later. Interpreting and applying the results requires the presence of a specialist or supervisor who has training and has

Machine Translated by Google

experience related to child development, psychology, and education (or one of them). Before using the scale, specialists must read and be familiar with the information contained in this guide, including the procedures for

Application, correction and interpretation.

Uses of the scale must be consistent with clinical and research standards and professional and ethical recommendations.

Developed by the American Psychological Medicine Association and other professional psychological and educational organizations. As with any negative assessment, this tool should not be used without explicit consent from a parent.

Also take the necessary precautions to protect the confidentiality of the child or legal guardian. Users should

Test results and limiting access to the results to those who “have a right to know.” Parents must be informed

test results, with a general focus on interpreting the results and their implications rather than on test scores.

With her eyes.

The Remote Delay, Severe and Multiple Disabilities Scale is a useful tool in any environment that needs to evaluate the development of the

five areas of functional performance, and it can be used in schools, clinics, hospitals or any other setting.

Another place where procedures for assessing the trajectory, strengths and weaknesses of a remote child are applied. In addition

Or a multi-dimensional tool used to provide Scan In addition, the basic level can be used either as a tool

Information that in turn leads to the diagnosis of cases of remote delay or other difficulties.

tool, determining whether a child needs a more comprehensive diagnostic assessment. The Outcome Delay Scale is used as a screening

Children who have delays in any of the five measures can be referred for a score.

Provide more detail in that specific area. As for the communication scale, children who fall

Below the critical cutoff point for making further estimates of speech, hearing, vision, or language. Likewise, children whose examination

shows a severe delay in the social-emotional field or adaptive behavior can be referred to a negative or behavioral therapist. Referral may be

to a pediatric orthopedic or nutrition specialist.

Those with low scores on the physical scale, and those with low scores may be referred

Machine Translated by Google

In the cognitive field to test cognitive abilities or achievement.

The scale is considered a multi-dimensional diagnostic tool that enables the user to obtain accurate results.

It helps him compare the child to his peers of the same age accurately in the five basic areas of development. And it allows

These criteria-based comparisons allow the test user to determine whether a child with a severe delay will be eligible to receive services. In

addition, the results can help in designing programs And constructively

The child's own personal development pattern according to the scale scores and item analysis. The intervention was in accordance

The scale is a good way to monitor a child's progress in intervention programs.

Or a diagnostic tool, it can be used to achieve a variety of purposes Clear The ability of the scale to be used as a tool and theory

For evaluative and educational purposes such as: (a) to determine eligibility to receive special education and related services (or a combination

thereof), and (b) to assist in developing an Individualized Educational Program (IEP) plan (or Individualized Family Support Plan (IFSP) It doesn't

match the points The child's strength and the shortcomings he suffers from, (c) Measuring the child's progress

The child by comparing the profile scores at the beginning of the school year (pre-test) with the scores

Because the remote delay measure provides a measure of the achievement achieved at the end of the school year (post-test). Also consider

Accurate and accurate to growth in five dimensions, it can be used as a tool in rapid periodic remote survey programs.

Conducted by health professionals. In addition, the remote delay measure can be used in a way

Effective in research when there is a need to distinguish between children who are developing normally and those who are

They have a delay or it is used as a measure to estimate the progress of the intervention program.

As is the case with any negative assessment tool, the measure of delay should not be used in isolation from the diagnosis or treatment plan for

the child. It should be used in coordination with other data, such as information

Derived from concurrent or previous assessments, detailed interviews, case histories and observations. It is possible

The profile serves as an effective and economical tool to identify individuals who benefit from comprehensive assessment, but it does not

Comprehensively. This should be considered an estimate in itself

Machine Translated by Google

Interpreting the results of a remote lag measure, as is the case with any other external measure, requires taking into account

The availability of experiences and influences that help the child learn skills in social and cultural environments

and family in order to estimate the child's chances of acquiring specific developmental skills. Finally, when applying the test

The adequacy of the respondent's answers must be taken into account. Inaccurate assumptions, biases or...

Deliberate attempts to control results are all potential sources of inaccurate results.

The advanced level can also be used to (a) conduct an initial assessment in order to plan an intervention, and (b) track the

individual progress of people with severe or multiple disabilities from 6 months of age until n adulthood, and (c) evaluation of

individuals with disabilities Others who need detailed evaluation to plan

Intervention. Therefore, the scale can be used to estimate the remote level, and analyze the strengths and weaknesses.

e., choosing the skills that are most prepared to respond to the targeted intervention, and determining the types of support Sleeping

that the individual needs, such as help from others, visual support, or modified tools. A scale can be used

To develop plans for educational and therapeutic interventions, such as Individualized Education Plans (IEPs) and individual plans

Family Support Services (IFSPs). As for the comprehensive evaluation, it will require the application of all five standards, including:

Specific clinical or referral questions Apply fewer scales (e.g.

The speech pathologist chooses to apply the language scale only.

Because the dimensions of the scale specify specific behaviors and the correction criteria describe graded levels of support.

This assessment can be used to track progress in targeted skills so that changes can be made in time.

appropriate intervention program for the individual (for example, promoting a higher level of independence with a specific skill

For individuals who target a new skill). prevailing

What?

They improve to a good degree. The evaluation may change with the individual as the goals and interventions continue according to performance data.

Machine Translated by Google

current and not waiting to conduct an evaluation or determine priorities for intervention. Although the advanced level is primarily intended to assess people with severe or multiple disabilities, it can also be used when careful and detailed analysis of skills in developmental aspects is needed. Useful. For example

The language field can be used for students in programs for learning Arabic as a second language, and the field can be used In re-learning skills for individuals after an injury (e.g. acquired sensory or neurological disability). In all cases the information gathered from the scale results can be used to communicate with families and family members.

The other team.

Machine Translated by Google

Chapter II

Application and correction procedures

This part presents the procedures for applying the standard, in addition to some important points that must be put into practice.

Consideration before application, such as the examiner's qualifications, application time, and materials needed to administer and prepare for the test.

Examiner qualifications

The examiner bears the responsibility of ensuring that the scale items are applied correctly, and that the examinee's responses are evaluated.

The results are interpreted accurately. The examiner must have academic and field experience in development programmes.

Behavioral skills are for individuals whose skills are similar to those of those between birth and 13 years of age.

These professionals must include special education teachers, early childhood teachers,

psychologists, behavioral therapists, nurses, doctors, child development specialists, and

Team members include functional and physical therapists, and speech pathologists. Ideally, it should be all

Participate in the evaluation process and interpret the results. As for the dynamic scale Educational, including family members, part

neighborhood, the evaluation may involve a functional therapist and/or a physical therapist to obtain

especially important if the scale is applied. Comprehensive assessment of skills and recording of performance observations. This is

The sub-section on involuntary reflexive actions. It is better to collect information related to the language scale.

He is a specialist in speech and language disorders due to his knowledge of language development and language pathology. All have been designed

The items are in each scale so that any professional can monitor the necessary behaviors and assign evaluations.

Application time

The basic level of the scale takes about 20-40 minutes to apply, while the advanced level takes

About two to three hours. Additional time may be needed if the examinee suffers from

His condition, or other changes in evaluation, severe physical disabilities, or needs a communication system that is compatible with

Machine Translated by Google

Or has trouble with attention span, or needs an extended response time to either process the request or carry out the The mission. For individuals who complete tasks slowly or have problems paying attention, the measures should be administered at different times or over several days. Mood, alertness and health must be taken into account The physical condition, the treatment cycle, and the daily schedule of the examinee if applied to the subject (for example Some individuals are alert in the morning or after a physical therapy session, while others may be awake.

A state of fatigue or

Many parts of the test require tools. In most cases these tools are commonly found They are readily available in the home, school or center environment. When written evidence is required, it may Sell pre-printed (flash cards) or erasable whiteboard (a The examiner uses the display cards board erase-dry (or chalkboard) or small handwritten paper.

Tools must be used that maximize the individual's opportunities to provide the best response, that is, do not use materials that are developmentally or culturally inappropriate. Tools can be replaced when presenting a passage so that it is familiar and comfortable for the individual. For example, a children's favorite toy can be used instead of the toy that the examiner brings with him, or an adult magazine can be used. A favorite instead of a picture book.

When replacing, the goal of the paragraph nor the level of difficulty must not change.

Alignment of tools

All tools that suit the condition of the examiner and which he is currently using must be available, such as a spoon with a pictures of symbols, electronic communication devices, and so on. You can also use tables modified grip, Activities and reinforcers when participating (e.g. an amount of the examinee's preferred age) if they help The examinee is able to show his best performance. In all cases, the examiner should record the adaptations used on the answer recording form in the performance *feedback section, as* this information is necessary when

Planning the subsequent intervention.

Machine Translated by Google

Preparing for the test application

The examiner must do the following before starting the evaluation process:

Read the examiner's manual carefully.

- Determine the evaluation objectives and desired results.

- Identifying the professionals, assistants and/or parents who will undertake the task of implementing the provisions or providing assistance.

In the evaluation process.

- Choosing the scales that will be used and preparing their answer recording forms. The goal

From applying the scale, whether it is to answer referral questions, plan an intervention program, or follow up

Improvement in performance will determine which metrics have the highest priority to implement or whether they should be implemented.

All standards.

- Review the items of the scale to be applied and prepare the required tools.

Familiarity with the patient's case history and the job responsibilities resulting from his disability.

- Interviewing caregivers, such as parents, teachers, and aides who regularly interact with the individual.

The question is about the examinee's likes and dislikes and his performance in skills such as holding things in his hand and letting go of them,

and when there is a need to place things in the visual field (near the individual, or in the midline), as well as the question. Not about the time

of performance and patterns of receptive and expressive communication.

- Determine the times and environments for applying each field. You must choose an environment free of distractions

And familiar to the individual, when that happens. When applying all five areas, it is usually necessary to apply:

The language scale and the social-emotional scale first because of their effects on the application of other measures.

(For example, identifying the communication style used to elicit skills and identifying triggers.)

If it is necessary to apply all five areas, we suggest the following sequence of application: (a) Scale

Machine Translated by Google

Social-Emotional Scale (B) Language Scale (C) Living-Motor Scale (D) Activities of Daily Living Scale (E) Academic Scale. If there is doubt about the strength of the examinee's motor skills, the correct scale can be applied J- Motor first, so that control of balance and shifting can be observed. And integrity and stability before applying other measures.

- Monitoring an individual's performance during several regular routines to determine his or her general abilities and activities. to others, the usual time gap between request and performance, and Preferences, forms of communication, general responsiveness the best position to control things (for example, on your side or sitting).

Display the test items

The test items contain descriptions of observable behaviors and specific reference situations that call for The occurrence of the behavior, in addition to a list of the tools used to provoke the behavior. The paragraphs are listed sequentially. At a specific age before the paragraphs that occur during the last Note that the paragraphs that appear mostly have been listed A broader lifespan in accordance with previous literature related to developmental stages and adaptive behavior.

At the advanced level, the paragraphs must be presented directly to the examiner, whether this is possible. If this is not possible, The examinee responds. The examiner should wait 15 to 20 seconds before using the prompt or presenting the next passage. If it is clear that the examiner will not attempt to perform the task or cooperate with the examiner's assistance He must record the item as performance level 1 (resists the task) and move on to the next item. Otherwise, the examiner must gradually increase the prompting provided to the examinee in order to determine his level of performance. An example of this is in the paragraph No. 29 in the Wearing Clothes subscale under the Activities of Daily Living subscale If the examiner does not begin the task, the examiner must first present the task to the examinee without immediate assistance (e.g., "Please hang these clothes on the hanger") (with the clothes within the examiner's reach). After 15 For up to 20 seconds, the examiner should repeat the instructions and provide minimal assistance (such as pointing to the clothes and then pointing to the clothes while repeating the instructions again). If the examiner does not start performing the task or does not fail In performing A) For example, a model it, the examiner must continue to gradually increase assistance.

Machine Translated by Google

(if necessary) until the examiner performs the task. The task for the examiner and the direction of the examinee are physical

Alternative directions or tools may be substituted if the nature and purpose of the measure change as a result. For example, in one of the items in the physical

domain, the child may not be able to throw a bag of

with Pills from below shoulder level on a target size 60 x 60 cm from a distance of one and a half meters, and

A person may be able to toss a crumpled piece of paper into a trash can of the same size and then

The same distance, and because this skill is consistent with the goal that the specific item measures, the examinee is registered at level 5 of the performance levels.

If the paragraph requires performing two verbs between them is a conjunction indicating the conjunction “and” (such as “he picks up a cup

“And he will be satisfied with it.” Both actions must be performed in order for the paragraph to be corrected as correct. However, if the paragraph includes two behaviors

between which is a conjunction indicating **“or” (such** as “he will be pleased with the cup” or “using a straw”), he will be given (or double as). In the example) one of the

two skills. As for If the paragraph format is plural, the full score is applied, i.e

(For example, Fredette wears shoes) All of the skills (or two skills) included in the paragraph must be applied in order for the paragraph to be marked as correct (i.e., he

must wear shoes).

Modify paragraph width

Always present paragraphs in a way that takes into account the communication and social needs of individuals in addition to It must

To understand the time it may take the examinee to respond and the unique methods used to complete the task.

When determining whether a score is below the benchmark, the examiner must use clinical judgment.

There is a change in the skill or it is due to one or more circumstantial variables. This is because individuals with disabilities represent a real deficiency

Severe behavior often shows repetitive (i.e. stereotyped) behaviors, tendency to distraction, delayed response, and behavioral

Another “challenge”. When the examiner suspects the presence of a novel variable, he or she should provide additional opportunities.

For the examiner to demonstrate skill or re-apply the paragraph at a later time. People familiar to the examiner, such as parents or teachers, can provide valuable

information regarding the individual's interaction with others.

Machine Translated by Google

The examiner may modify the following to meet the examinee's performance style and preferences as part of the evaluation process:

. The time allowed for a response or test.

. Paragraph width rate.

. The way of responding (e.g. eye contact when the individual does not have the skill of pointing or gesturing instead of

To pronounce the response.

. The distance between the examiner and the examined.

The materials used are appropriate to the subject (such as color or size for an individual with a specific visual impairment).

. The examiner's seating position.

Environment (e.g., open space versus a small room, a familiar person versus a stranger).

. Use the blank space for comments for each measure to indicate how the display has changed.

paragraph if any of the variables mentioned above are aligned.

Application procedures

It is corrected electronically, but a booklet can be used to record the answer in the application, and whoever applies the scale applies it.

Birth and up to the age of 15 years, and it may be applied to larger loans in the event of a severe delay. And he measures

The scale covers the full range of development up to the preparatory stage. It is used primarily as a means of identifying below-average skills and

providing evidence that the developmental skills of typically developing children fall within the normal range at ages 7 to 7. 9 years (based on child and

scale). You will likely use the tool

Older children and adults if there is a severe delay or there is a need for evaluation With

The individual's developmental skills or documenting them within the scope measured by the remote retardation scale.

9 years The normal range ÿÿÿÿÿ

Machine Translated by Google

Information source

A space is provided to record the source of information (observation, interview, or report) in front of each paragraph.

This field is under the title “Source of Information” (M). These abbreviations must be used to fill in the field (M).

I means data derived from observation (observed by the examiner), and I means interview data

(the data that the individual told the examiner), and R means the report data (which is the data that was contained in the examiner’s report).

(parents, teachers or caregivers).

Determine the application method

At the basic level, the interview with **the child’s guardian may sometimes be the best method,** due to the many advantages it contains, such as

clarifying the questions for the source of information (the respondent) and gathering Information related to the validity of the response. Another

advantage of using an interview procedure is that it enables

The person conducting the interview is able to use the scale as one of the elements of the comprehensive clinical interview.

For example, if a clinician wants to better understand the parent-child relationship, parenting style, or child’s self-confidence, in addition to obtaining

information about the child’s functioning, an interview application provides a scale. Remote delays then provide a useful context for gathering

additional information.

Useful in times of distress The scale may be administered by the parents or carer, which can be time consuming or difficult to interview the parents

or carer directly. After the parents apply the scale, the negative specialist corrects them. The specialist can also observe the child and apply

paragraphs

The scale is on him.

Machine Translated by Google

At the advanced level, the examiner usually applies the paragraphs, but in some cases parents or other professionals may apply the paragraphs while the examiner is observing or supervising them. For example, parents or other professionals may apply the paragraphs while the examiner is observing or supervising them. An experienced teaching assistant will perform the paragraphs under the guidance of the class teacher or parents. The examiner learns how the child communicates and expresses his or her needs. Flexibility is especially important if the examiner refuses Dealing with unfamiliar individuals or using an unregulated method of communication. The specialist must explain the method of correct application of the paragraph in the event that someone else applies the paragraphs. Paragraphs can be photographed Video for repeated viewing to ensure consistency in presenting the task. Following the assessment or teaching session, the examiner may record or videotape performance or learning information, which the examiner may then review and correct. Data can also be recorded during the session or after it ends.

The examiner should observe performance as directly as possible, but the examiner may not have the opportunity For the individual's observation, especially in some paragraphs such as those related to bathing and dressing. The interview is considered the same The second preferred method for collecting information in such cases. In this method, the examiner asks: The carer asks specific questions about the individual's skills. The use of this secondary data is undesirable because accurate information about (for example, the examining how the skill is performed is often not mentioned. However, in some cases this is the only type of data available teacher concludes that "the mother says that the child can dry himself after bathing independently"). This should be done independently. Use the data obtained as much as possible as a basis for additional observations or interviews. If the method of summation is used

Data other than the three mentioned, this must be mentioned in the space designated for comments next to the paragraph.

Given the discontinuous pattern of development of reflexes, we do not expect adults to consider They show early involuntary reflexive actions specific to infancy and early childhood. Therefore, we recommend that the examiner go beyond applying the subscale for involuntary reflexive actions to adolescents and adults and begin directly with the subscale for large movements within the live motor scale. On the other hand, the subscale for involuntary actions can be applied to adults or elderly people.

Machine Translated by Google

If necessary, a specialist specializing in the development of reflexes (for example, a therapist)

The physiatrist, physician, or nurse practitioner) is directly involved in the assessment process and interprets the results. In all cases, the results of

the Involuntary Reflexive Actions subscale are not used in calculating the scores.

Therefore, the information extracted from this subscale can be used in later life. And with

To benefit from it in the evaluation and intervention processes.

Application of the scale

It is preferable to apply the scale in a quiet, well-lit room, with a comfortable chair, and with

Test users reported that places such as the back of the classroom or the doctor's office provided sufficient privacy. And with

It was good too.

The application of the test items consists of determining whether the child performs the task listed in each applied item or not. The paragraphs

cover a wide range of developmental skills in five different areas: physical

adaptive, social/emotional, cognitive, and communication. Each content area has its own scale. And it was done

From easiest to most difficult. It is important to calculate the child's developmental age Arrange the items within each ranking scale

Elephant also accurately. timeline in a correct way to determine an appropriate starting point and correct the Lord

On the first page of the answer recording booklet, there is a blank space to calculate the child's chronological age using the traditional method of

subtracting the date of birth from the date of application. Only the year and month are used in calculating age; That is, the day is not listed. If the

month on the date of application is more than the month on the date of application,

The date must be borrowed from *the year* column to complete the subtraction process. To borrow, subtract 1 from the existing number

In *the year* column , add 12 (the number of months in the year) to the number in *the month column.*

This way you can carry out the subtraction process as usual.

Machine Translated by Google

Figure (1) shows the "borrowing process."

(From 7 months, so 1 year (12 months) was borrowed In this example, 11 months cannot be subtracted

From 7 months, you can now subtract 11 from 91, the result is 2006, which became 2005 after adding 12 months.

8 months. Then subtract the year 2002 from the year 2005, and the result will be 3 years. Therefore, the age of the child

Upon probation, it will be 3 years and 8 months. It is usually a good idea to ask the source of information about the child's age.

In addition to the date of birth. If the age given by the information source does not match the age at which

The examiner calculates it, then either the calculation process is incorrect, or the date of birth or the current age,

Therefore, the examiner needs to review his calculations again.

The remote delay scale, like other progressive scales, has a start, stop, and return rule.

A or very difficult to reduce the application time and avoid applying paragraphs that are obviously very easy

For the child. The starting and stopping rules are based on the "Five Rules," as explained in Sections

Next.

the year	the month	
2006	7	Test date. Date of
2002	11	birth
3	8	the age

Figure (1)

An example of the borrowing process to calculate age at test

Starting base

Start applying each area from the suggested starting point according to the chronological age of the examinee. Continue

applying until the stopping rule is achieved. Follow the same procedures in the remaining four areas. The basic level is achieved

for the basic level when yes is obtained in five consecutive paragraphs. On

Machine Translated by Google

For example, if the subject is 2-6 years old, we will start from paragraph (9) on the physical scale.

If he gets yes in paragraphs (9) to (13), then the basic level will be achieved and the process will continue.

The test is taken until it fails 5 consecutive items, i.e. the stopping rule is reached. And if he gets *no* in one

or more of the first five paragraphs, will be backwards (i.e. vice versa) in order to reach the

The base level rule of five consecutive responses is yes. Jump to the paragraph directly below

Before the starting paragraph (paragraph (8) on the physical scale mentioned in the example above) and apply it. Continue applying

The items in reverse order until you get five consecutive *yes* ratings . Then resume applying the test forward (i.e. in the natural order)

from the top paragraph and continue applying the elements until the rule is achieved.

Stop. Repeat these procedures in all other areas.

Stop rule

Stop applying the scale when you get a rating

Not in five consecutive paragraphs or when reaching the last paragraph of the scale.

Application of additional paragraphs

Usually not all items of the scale are applied due to the existence of the start and stop rule, but in some cases

(Functional performance) Items may be applied for clinical reasons (for example the possibility of the disability overlapping with those

above a ceiling level or below a basal level to identify potential strengths and weaknesses.

When correcting a measure of remote lag, official scores should be based on codified procedures (i.e. not

Paragraphs are counted above the ceiling level or below the basal level);

When there is reason to believe that the paragraphs located above the ceiling level or below the ceiling level

If the basic items accurately describe the child's skills, the clinician may choose to include those items in the test score.

However, it should be mentioned that this correction represents an "unofficial" correction of the outlying profile in the report.

Machine Translated by Google

Most IDS questions ask whether the child can do a task, and the child must not only be able to do the task, but actually do it to receive a rating of yes.

It may be unnecessary for the child to always perform the task, if he or she has already performed the task correctly.

At least for some time, this is sufficient to obtain an estimate of *yes.* We may find some questions asking

If the child *can* perform a task, for these questions, a rating of *yes* means that the child has demonstrated

At least one position indicates that he is capable of performing the task. Some questions ask about skills or behaviors

Which the child mastered a long time ago or no longer mastered, for example, “Does the child babble or make other sounds that

appear to be attempts to speak?” The child may babble for some time, but After that, he moves on to more sophisticated forms of

speech. The child gets a rating of “ yes” *because* babbling is a behavior that may

The child has done this successfully in the past.

In some cases, the source of information may have difficulty answering questions with a *yes first* for several different reasons. He

or she may not be sure that the child did the task, or he or she did not understand the skill covered in the passage, or he or she

may have Remember that the child did not have the opportunity to demonstrate the skill (e.g. The paragraph that inquires about

(before) In these cases, it will be important the use of a racket to hit the ball and that the child did not face a racket.

Use clinical interview skills to encourage the source of information to make an educated guess. For example

Example: It can be helpful to provide examples of other skills that are similar in nature to help the carer formulate an answer. In

addition, it may be helpful to ask someone

Whether he knows or has seen the child perform the skill. A more difficult problem occurs when asking the question about

Using a computer, skates, skateboard, mobile phone, or other objects or devices

Which the child has not had the experience of before. In such cases it is best to encourage the caregiver

Make an educated guess. If the source of information insists that he or she does not know, then leave the paragraph blank without

Correct and address this issue as described in the interpretation chapter.

Machine Translated by Google

Once you have sufficient familiarity with the passages, it may not be necessary to read the passage exactly as it was written.

The worker can modify the wording of the paragraph to help the caregiver understand the content of the paragraph. Sometimes simple repetition is all it takes. There is sometimes a need for additional stimulation through the use of gestures or asking other questions to obtain sufficient information in order to correct

The paragraph. In addition, you may choose to administer the LAG in the form of a semi-structured interview, especially

From the clinical interview. The correction of each paragraph must be based on the content when applied as part

The paragraph itself, for example, is printed in the question booklet.

Sometimes the paragraphs can be applied directly to the child, but there are several reasons why this method

An interview can be more beneficial than direct testing. For example, a skill set can be estimated

During the interview much more often than is possible with direct testing. In addition, respondents with family members can

And accurately about the child's capabilities, while he is affected A year Knowledgeable people who have experience with the child should submit a report.

Direct examination of the child's physical or emotional state at the time of the test. Despite that,

If the child is present (which is not required) when the measure is administered, you will find it helpful to ask

The child is asked to perform some of the tasks on each scale, primarily as a means of checking the accuracy of

Source of information.

Direct application to the caregiver

When parents or caregivers respond to the scale themselves, they must answer all

paragraphs, regardless of the level of difficulty. This is the case for paragraphs that are not related to age.

Or the child's ability level. Ask the source of information to answer each question to the best of his or her knowledge, and in some cases

Sometimes an educated guess can be made. Provide instructions to the source of information not to leave any paragraph without

Answer. When you choose this method of application, you must keep in mind that this measure requires

A reading level equivalent to the sixth grade of primary school, and make sure that the person answering the paragraphs

Machine Translated by Google

Ask the parent or carer to read and understand the passages adequately. In addition to that

Which is close to the upper or lower end of the scales. Answer to a number of items not related to level.

start and stop questions so the questions may be less appropriate. The child's functional performance is poor because he does not use his base

When the caregiver has finished answering the scale items, try to be available to review the form.

In order to ensure its completeness or to answer any questions he may have. If you leave paragraphs unanswered

Or if the source of information has questions about how to answer certain paragraphs, it is useful to use some

The techniques described in the section on applying the scale in order to clarify all the answers needed to determine

The application form. In addition, the procedures previously described regarding calculating the child's chronological age

and validation, should be used when the measure is administered by the parent or caregiver.

Scale correction procedures

paragraphs that have been applied in accordance with the rule **The first step** in the correction procedures is to ensure that all

Unanswered paragraphs above the basal level are viewed as the basal level and ceiling level. Wee

He did not succeed in it and got a zero grade.

Estimating developmental age and mastery standard for the advanced level

Determine the remote age level of the examinee from the results of the basic level (the remote delay scale). As for the standard of

mastery, level 5 (independent performance) for **most people** is the appropriate standard for mastering jurisprudence. When the

examinee responds to a paragraph at level 5, this means that he has demonstrated mastery of this paragraph. For individuals who

have severe or unique disabilities, the examiner can choose to use Level 4.

(minimum assistance) as the mastery standard for the item. An example of this would be using Level 4 as the mastery standard for the

item with individuals with severe intellectual disabilities/or individuals with multiple disabilities and/or low Dr

Combined sensory impairment (complete visual disability), in these cases if the individual responds to an item at the performance level

Machine Translated by Google

4 The examiner must record this in the form and consider that the individual has mastered this paragraph. For example

Presented here, Performance Level 5 was used as the standard of mastery for Maryam.

Raw scores

The next step is to calculate raw scores for each scale. Give one mark for each item below the level.

Baseline and one point for each yes answer. Add the scores to determine the raw score and write the score in

The space allocated to it.

There is an example of the physical domain completed on the interview form in Figure 2. In this example, the

The scale was placed on the mother and the child was 3 years and 8 months old. (The numbers in the black circles in the following

text correspond to the numbers in the figure.) The clinician started with item (9) based on the child's age. The rating "yes" was

recorded in all four items. The first, but in the fifth paragraph

(Paragraph 13P) received a rating of *(No).* Therefore, it was necessary to apply in a reverse manner from Paragraph (8)

(the paragraph that precedes the starting paragraph) in order to determine the basal level. The specialist then resumed the application

From paragraph (14) and continued the application until paragraph (29) which achieved the ceiling level rule through

Five responses were answered with (no) and at this stage, the application ends. It includes the total of the field

Physical: All vertebrae that were rated as yes, and all vertebrae below the basal level (i.e.

Items from 1 to 7 on the physical scale) to obtain a raw score of 20. (The scores are calculated

(raw scores for all five measures in this way).

Determine performance levels at the advanced level

of functional independence The items of the five scales are corrected according to the five levels of performance: which is a series

ranging from refusal of the task (Level 1) up to independent performance (Level 5).

The five performance levels differ sufficiently so that observers can distinguish between them, and the levels provide

Machine Translated by Google

A broader functional range so that it is sensitive to subtle changes in performance.

Level numbers from 1 to 5 are displayed at the top of each page of the response recording form, along with a box corresponding to each number to mark. The five levels of performance allow the examiner to record (a) the level and conditions of performance of the task, (b) the type of assistance required for the individual to be able to perform the skill, and (c) monitor Progress in the form of grades to notice small changes in behavior (d) Identify emerging skills that have not been It is fully developed yet.

Here is a description of the proficiency criteria at each level of performance as used in all scales, except for the subscale of involuntary reflexive actions, which is discussed separately. Luck The performance level on each item and continue applying the test until the ceiling level is reached.

Level 5: Independent functioning

. The individual completes the task without assistance or prompting after initial instructions. The examinee is known to complete between 90% and 90% of the time. The individual completes 100% of the task or 100% of the job. with the passing standard on developmental measures that use the passing standard/ . Level 5 performance is consistent failure.

Example: The examiner says, “Please put on a shoe.” The examinee responds correctly and puts on the shoe. shoe without asking him to do so again or urging him to perform, then the grade is recorded. The examiner asked the examinee to wear shoes, so the criterion is for the foot to be fully in the shoe and in the supine position, either or closed, as it was not mentioned in the paragraph, and therefore flat, regardless of whether The shoe was tied

ÿÿÿÿÿÿThe shoe because that bored me This is not part of the task, nor is it part of the task for the examinee to wear a uniform. In the paragraph as well.

ÿÿ

Machine Translated by Google

Level 4: Minimum assistance

1. The subject needs verbal or modeled signals, not physical assistance, to perform the task.

The examinee is known to complete 80% of the task most of the time. 2. The individual performs 80% of the task or

The mission.

acceptable pass standard (on pass) on developmental standards that are used 3. Level 4 performance meets an

Success/failure criterion.

Example: The examiner says, “Please put on your shoes.” The examinee does not respond, so the examiner models

The first step is to put on his shoes, and he says, “Wear your shoes like this,” and points to the examiner’s feet, so the examiner gets up.

By wearing shoes.

Level 3: Partial assistance

. The subject needs partial assistance in the form of physical and verbal prompting to perform the task.

The examinee is known to be able most of the time. The examiner performs 60% to 80% of the task or

Performing 60% of the task.

acceptable failure criterion (on fail) on developmental standards that are used . Level 3 performance meets an

Success/failure criterion.

Example: The examiner says, “Please put on your shoes,” and the examinee does not respond after modeling, so he

The examiner places the examinee's hand in the correct position and provides verbal prompting while the examinee puts on his shoes.

Level 2: Total assistance

. The examinee cooperates but requires maximum assistance from the examiner.

. The subject performs 25% or less of the task.

Machine Translated by Google

. The examiner interacts with the examinee during the task by providing assistance frequently or semi-frequently.

Using multiple methods.

to a fail criterion (on developmental scales that use a pass criterion). . Level 4 performance corresponds

failure.

Example: The examiner cooperates with the examiner when putting on shoes by extending his foot when the examiner holds it.

The examiner performs the task himself.

Level 1: Does not respond or refuses the task

. The subject refuses to perform the task even when given a strong prompting.

The subject may withdraw and show fear, shyness, or non-compliance (resistance to performance).

. The examiner must return at another time to apply the paragraph and provide another opportunity.

Example: The examiner says, “Please put on your shoes.” The examinee shows no interest in the shoes or hides them.

His head is behind his arms, his eyes are closed, or he shows a similar behavior.

Performance levels on the sub-scale of involuntary reflexive actions from the live-motor scale

Due to the discontinuous pattern of development of involuntary reflexes, the Reflexes subscale is estimated

Subscale reflexes (using different criteria). There are three levels of Ali's performance

This subscale: normal, inconsistent, and abnormal.

Normal performance: The examinee consistently shows involuntary reflexive actions corresponding to the age range mentioned or

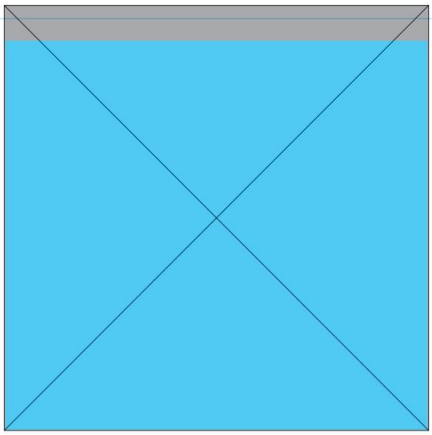
It does not appear outside the specified age range.

ÿÿInconsistent: that is, involuntary reflexive verbs do not appear in some paragraphs or do not appear partially

Abnormal: The involuntary reflexive actions corresponding to the mentioned age range do not appear or appear outside the framework of

The specified age range.

Machine Translated by Google



Notes

Notes, conditions and directions

Record your observations about the examinee's behavior and physical condition during the evaluation. The examiner must add

A description of the variables that may affect the performance and grades in the scale items

Performance feedback

To apply the scale. This information may include a brief description and record of information about the auditor's activities.

The method followed by the examinee in performing the task, especially stimulating activities and the provision of reinforcers and accommodations.

Which may be useful in the future, effective communication and motivation strategies. It is possible in this section

Recording any information collected during the application that may assist in setting objectives and/or implementing instructions.

Correction

This scale is available for spherical correction only, whether by entering the raw scores into the computer program and obtaining

On the report or by applying the same paragraphs on the computer, the Internet, or on the phone.

Mobile.

Complete the forms attached to the standard

In addition to the questionnaires for the five domains and the basic level questionnaire, the scale includes three questionnaires.

Additional tools to facilitate assessment, intervention and follow-up: cumulative summary sheet, intervention planning page and log

The comprehensive program. This model not only helps in effectively reviewing and updating individual program objectives.

Machine Translated by Google

It also provides relevant information for the future evaluation team so that the intervention can continue with minimal distraction if the individual moves to a new program or environment. In the next part, the purpose of this will be explained Each form and a description of how to complete each of the three forms.

Cumulative summary sheet: This summary sheet enables the examiner to quickly compare performance across the five areas, as well as assess progress over time. The overall age level of an individual can be estimated By calculating the average scores of the five areas.

The cumulative summary sheet includes two sections: (a) basic data and (b) summary of grades. Here we will explain how to complete each of these sections.

Section One: Basic Data

Complete this section in the same manner as previously described in the section titled “Completing the Booklets.” “Record the answer.”

Section Two: Summary of grades

This section provides space to record the basal age, ceiling age, and extreme age for each individual.

One of the applied standards, which facilitates comparison between strengths and relative weaknesses.

In the scales and subscales (see Figure 4-2). The overall terminal age is also calculated.

For each test of the scale, record the remote life of the scale or each subscale on-line or online.

The appropriate place. For evaluation scales that contain subscales, the final age is determined

The scale is calculated by calculating the average scores of the subscales. As an illustration, look at development prices

In the following related to the sensory-motor subscales that Maryam obtained: She obtained 27 months

In the neighborhood sub-test, I got 33 months. The physical sub-domain and obtained 22 months

In the hand skills subtest. The sum of these three measures is 82; The result of dividing 82 by

(i.e. 2 years and 3 months).3 is 27. Thus, the age of Maryam Al-Nai in the living motor scale is 27 months.

Machine Translated by Google

Once the developmental rates have been calculated, record the remote age of each measure in its designated place in the section labeled

The comprehensive remote age. The overall outlier age is calculated by summing the outlier age scores for each

The following measures remain an applied measure and divide the total by the number of applied measures. For example, i

On Maryam, the results were **as mentioned below.**

City ÿÿ	Social and emotional
A 26 cities	the language
A. 27 cities	Al-Hais Al-Harik
25 cities	Activities of daily living
136 cities	Total
= 27 cities	Average
A (2 years and 3 months) = 27 cities	Overall developing age

A comprehensive lifespan calculation may not be appropriate for individuals with physical or mental impairment.

Or severe linguistic because one of the scales (i.e. a live motor scale or a language scale) may measure an individual's level Live

of disability rather than overall ability or potential. Thus, an overall score that includes all areas of development is Many cases are not suitable for

children who suffer from dyslexia.

Or very linguistic. Or functional, living body

Intervention planning page

Intervention This model forms a basis for identifying the most appropriate skills for intervention. It reaches the planning page.

To three applications of the scale. It is characterized by the ease of identifying skills that are difficult to define due to resistance to

tasks, in addition to identifying the skills that the individual performs independently and the skills that are considered priorities

to intervene

Machine Translated by Google

The intervention planning page includes two sections: (a) basic data and (b) summary of performance and intervention objectives.

This section will explain how to complete each of these sections. See Figure 4-3 which shows an example page

Complete intervention planning.

Section One: Basic Data

This section is accomplished in the same manner as described previously in this chapter in the section entitled

Complete the answer booklets.

Section Two: Summary of performance and intervention objectives

This section provides a place to record (a) behavioral, physical, and environmental factors that may have affected task performance

(e.g., communication deficits, partial paralysis, or paucity of opportunities) and (b) to write down a list of skills

for which the individual's performance was resistant to the task (and performance for which the examiner could not determine, and (c)

writing down a list of higher-level skills that estimated the individual's performance at Level 5 (independent) for each

Measure (D): Writing a list of skills identified as priorities for training.

Comprehensive program record

The comprehensive program record is used to record the individual's continuous progress in achieving the targeted skills by recording

performance level data over the weeks. This model forms the basis for making decisions

Timely response to the intervention (e.g., changes related to guiding strategies

And adaptive supports for each targeted skill.

This model provides a way to observe the extent of acquisition of target skills and an individual's long-term learning patterns over time

(for example, a trend over weeks or a decline following periods of

(rest, illness, or identified relative strengths and weaknesses). A comprehensive program log can be used

To facilitate the rapid detection of changes in behaviors and to plan the program and make changes in it in real time.

appropriate (for example, the addition of new adaptations, a change in methods or guidelines, or the availability of

Machine Translated by Google

More opportunities for independence with another emerging skill.) See Figure 4-4 for an example of a GAF page

Complete this form.

To prepare this form for use, first record the examinee's basic data, including his or her name and gender, the date the program was

started, the name of the teacher, the location (e.g., school or residence) and the area of skills to be performed. observed (for example,

the social-emotional domain, language, neighborhood, or Life Activities: Record the date on which each skill goal begins to be achieved

in the column labeled Daily or Academic).

Initiated Goal Date. Finally, list the specific skills targeted for mentoring in the column

The name is Skill.

At the end of each week of the intervention, the highest level of performance demonstrated by the individual was recorded. Often when

The standard of mastery is achieved within two or three consecutive weeks. It is appropriate to reflect on goals

Learning the next step (for example, generalizing skills to new environments). Conversely, if

If data over several weeks indicate little or no progress (for example, a 10-day stay at Level 1 or 2) subtle adjustments to the program

are likely to be considered.

Interpretive

Can be used with a remote lag measure based on There **are four levels of interpretation** in this section

Referral request or needs of the child, family, school or program.

The first level includes the interpretation of the different scores derived from the developmental delay scale.

The second level includes analysis of the scale and paragraph levels.

The other two chapters deal with incorporating other information into the interpretation in addition to information derived from

treatment, and the chapter ends by offering suggestions on how the results of the remote lag measure can be used to help

Guiding the intervention and presents a number of case studies to illustrate the different levels of interpretation.

Machine Translated by Google

The honesty of the responses

When applying the remote lag scale, the veracity of the responses provided must be evaluated. Although the vast majority of parents provide answers that accurately reflect their child's functional performance, it is always important to evaluate the consistency of the information of those answering the questions. This task becomes more important

Ease when the examiner performs the application, as he has the ability to appreciate the person providing the information.

directly, in addition to the ability to perform various verification steps related to the consistency of responses.

For example, if a parent **reports** that the child cannot copy the handwriting of

It is almost certain that the answer in the subsequent paragraph states that the child can copy or draw the shape of a diamond.

Provides fixed information. In addition, you will be able to form an opinion about whether the responder is over-describing the child's functioning or lacks sufficient understanding or experience with the child to accurately describe

His developmental skills.

In some cases, the examiner may suspect that the information provided is not entirely truthful or inconsistent and does not allow

If this is not beneficial for the child, in this case the interview should be canceled in an acceptable manner as much as possible and the research should measure

To find alternative ways to value the child. When it is not clear whether the information provided is accurate, it may be

The examiner ends the interview and must record the reasons for canceling the interview in the notes section.

Machine Translated by Google

When the carer answers the questions himself, the method of detecting insincere answers will be mainly to look for inconsistencies, such as the previously mentioned example of “straight line and diamond shape”. One sign that might warrant looking for such inconsistencies is the presence of some apparent dispersion in the scales, such as many “no” answers to the easier initial items and many “yes” answers.

For later, more difficult paragraphs. There are two ways to verify the extent of validity: (a) Re-applying (b) direct examination of the child using certain items. While directly applied items should not be used for formal correction (because the test is not codified as a direct test), The child’s performance can help determine the honesty of the person’s answers. Responder.

Some previous studies show that parents report higher levels of job performance. Compared to teachers. This may be due to the child performing better in the home environment or the accuracy of the parents’ observation. Moreover, if the guardian responds New abilities or inaccuracy in the parent or teacher’s assessment. And constructively In a way that indicates higher levels of development compared to the teacher’s answers, this does not necessarily mean that the answers Not honest. Discrepancies between home and school results may lead to further research to determine whether The differences are meaningful, as such information can help inform interventions for the child.

The first level of interpretation

Comparing the child’s scores with standard data

The Remote Delay Scale, at its basic level, determines the child’s level compared to his peers in five areas. President. The raw scores of the scale cannot be interpreted unless they are converted into standard scores. It is being converted Raw scores are converted into standard scores, age equivalents, and percentile ranks. The following sections describe the characteristics Each type of score – standard scores, age equivalents, percentile ranks and their use appropriate in the interpretation process.

Machine Translated by Google

Standard scores

The key is at the basic level of evaluation. It is generally accepted that the standard score is the element

Standardized scores are the most commonly accepted type of derived scores that meet the necessary criteria for assessing individuals for

placement in treatment programmes. The standard score is a common unit of measurement that allows

Comparing scores on scales and tests that have different characteristics (preparing different items and different characteristics

..etc.). It allows comparison between the individual's performance in the test and a reference group, such as a different psychometric sample.

Standard.

The main standard score used in interpreting the remote lag measure is a moderate standard score.

With a mean of 100 and a standard deviation of 15. These scores came from transforming the original distribution

For the raw scores from each scale and for each age group to obtain the approximate proportion of the normal distribution

))normal. The use of a standard score allows for easy comparisons between the five areas of the scale.

Outlier lag, where the given standard score value corresponds to the same percentile rank for each scale.

The child's abilities compared to his peers of the same age. It includes the range of scores and theavailability of standard scores.

Standard deviation that falls within the range of 1 standard deviation below and above the mean (85 to 115) is about 86% of

Population. The range of scores that falls within 2 standard deviations (70 to 130) includes 95% of

Sample population. For example, Samir, a child aged 2 years and 4 months, obtained a standard score of 85. This score indicates that Samir's

scores, compared to other children of the same age, are a standard deviation below Medium. According to the descriptive classifications,

Samir's scores fall into the range of 1

In the below average category for the physical scale. The category includes the mean (which corresponds to 1 deviation

Standard: Below and above average) 86% of children of the same age, and therefore his score is lower than expected.

Machine Translated by Google

Table (1) Descriptive classifications for the developmental delay scale

Standard score range	Descriptive classification
ÿÿÿ>	high
ÿÿÿ-ÿÿÿ	above average
ÿÿÿ-ÿÿ	medium
ÿÿ-ÿÿ	Below average
7ÿ-70	Penny
ÿÿ-	late

Standard scores have several advantages. Firstly, they contain equal units, and therefore

The difference between a standard score of 105 and 120 is equivalent to the standard difference between a standard score of 85 and 100.

This allows the scores to be easily understood and interpreted. In addition, standard scores are the most

Statistically valid after the scores based on the single response theory used in

Test and retest cases. For example, a child who is retested after a period of

He has made progress similar to a year and obtains a standard score similar to the original test score.

The progress of a child who is developing normally. On the contrary, a child whose standard score increases or

When retested, his skills are developing at a faster or slower rate than the rate they show.

Samir applied the remote lag measure after the standard sample. Referring to the previous example, if a guardian returns

6 months (after the intervention), when Samri was 2 years and 10 months old and had a standard score of 98.

This score is in the average category and is very close to the average, and the comparison with its standard score indicates that

The score of 84 and the new score of 98 indicates that Samir's physical abilities improved during the 6 months before

Retest.

Machine Translated by Google

Although standard scores can be easily interpreted and have exceptional psychometric properties, what parents and people who are not trained in negative assessment and who work with negative assessment often encounter is Children and families are difficult to understand. For such a category of remote delay meter users, a Age equivalent scores, percentile ranks, and descriptive classifications to facilitate understanding of test results.

The extent of the error

All test scores are subject to measurement error. In addition to purely random factors, the sources of Bad Possible errors: The respondent's lack of knowledge of the child's developmental skills, bias toward the child's skills or understanding of the examiner's questions, or the examiner incorrectly correcting the respondent's answers. To acknowledge the presence of an error, it was done Presenting the confidence range at the 95% and 90% levels for the standard scores, to provide a range of possible values for the score The real thing. For example, the 95% confidence interval represents the range of degrees over which the probability of containing The true score is 95%. Returning again to Samir's example, his standard score represents an estimate of 84. To its true degree. A confidence interval must be used to be 95% certain where the true score lies. There 95% chance that Samir's true score is in the range of 74 to 94.

Determining the need for referral: The primary question and concern in the interpretation process is: when is a child's score on the scale low enough for the child to be established as eligible for intervention, such as referral for Additional testing or application of a treatment program? The remote lag measure provides a methodology to answer this.

The question.

Standard scores can be used to determine whether a child falls under the classification of delay (2 deviation Standard score below average (at least). A standard score below 70 indicates that the child has a delay in Compared to his peers of the same age, he shows shortcomings that require attention. This is different from a child who is generally judged to be in the below average rating category (standard score 70 to 79), who is

Machine Translated by Google

There are cases It is growing appropriately, although its growth rate is lagging compared to its peers. In other cases, specialists choose to use a more specific cutoff score of 1.5 standard deviations below

The average (standard score of 77 or less) is an indicator that indicates a severe level of delay. The matter is up to the mark.

The specialist can determine the appropriate degree of cutting for each case.

Age Equivalency Scores: These indicate the age at which a child's raw scores fall in the range

The average for individuals of the same chronological age in the rationing sample. Age equivalents have been introduced

Because they are understood directly, the standard scores are statistically stronger and are one of

The problem with age-equivalent scores is that they tend to give a wrong idea about a child's functional performance in cases where his or her skills are

either very advanced or very behind. For example, a child

He is 9 years old and his age equivalent score on the **social/emotional** scale was 0-4

Thus, he suffers from a serious developmental problem, but it cannot be honestly described that **his functional performance** is consistent with

Average performance of a 4-year-old child. There is another major problem which is that the significance of the measurement units

(months) are not equal. Although an 8-month delay in **physical skills** may not

Such a delay would be very significant, but would be highly relevant to the life of a 10-year-old.

In a 10-month-old infant. This is understandable considering that 8 months represents less than 7% of months. The quests also have a 10-year lifespan,

while they represent 80% of a 10-year lifespan.

On a narrower natural range in younger prices. Assembly of the whole country

Machine Translated by Google

For example, the stage of sitting without support begins for a normal infant who is just over 7 months old because he was able to sit without support over the course of five months (between 5 and 10 months). This is considered normal From age. Wee "A" (i.e. a range of months). Water can start at any time between 8 and 24 months. This is still considered "normal." (a) These problems related to differences in age equivalent scores require their use in conjunction with 16 cities Along with accompanying information that indicates the appropriateness of using these scores for each case Because of its attractive, intuitive nature Separately. The remote lag measure provides age equivalent scores, considering Its continuous use in various environments, but it must be used with caution.

Percentile ranks

The percentile rank is a commonly used score, especially in school settings. This degree represents the percentage The percentage of individuals in the standard sample who obtained lower scores than the individual being estimated. On For example, a 63rd percentile score indicates that the score on that scale was higher than 63% of the scores. In the standard sample. These degrees are direct and intuitive to interpretation and explanation. This is the main obstacle The significance of the differences between the scores varies depending on the range in which the scores fall. On the scale. For example, the difference in performance between a reference rank of 50 and 60 is much smaller than The difference in performance between the 10-20 percentile ranks. This is because the percentile scores are clustered closer in the middle. The scale is larger than either end. This limitation in percentile scores suggests a need for caution. When comparing differences either between measures or over time based on percentile ranks alone.

Caution about interpreting extreme scores

A raw score of zero or near the upper limit of each scale should be interpreted with caution. there Due to the small range of possible behaviors Very few items in the lowest range for each scale, consider The first few months of life, so there is less susceptibility to change. And at the other end of the scale it happens

Machine Translated by Google

Most older children who develop normally have full grades and this is because there is a level of...

A ceiling for each measurement. Although items have been added to the remote lag scale to raise the age

above, but the prominent developmental indicators tend to remain stable during the school years in the middle stage

Primary school. For this reason, there is also a limited range of degrees in the higher prices.

The second level of interpretation

Analyzing scale scoring patterns and analyzing items

Analysis of scale patterns

The second level of interpretation, which deals with the differences in scale scores, poses the following important question: “Do

“Does this child have developmental strengths or weaknesses?” The multidimensionality of the scale allows this to be answered.

To design the program Along with paragraph analysis, it creates a strong foundation The question is, where does this aspect provide a side?

Singles. The importance of analyzing scale patterns can become clear by looking at a child who has social deficits.

He is emotional and received a high score on the cognitive scale. It can be expected that this child will be like

completely different from another child who received a weak score on the cognitive scale, and these two children will differ

According to their adaptive behavior skills, communication skills and physical skills.

There are several ways in which the analysis of scale patterns can reveal this. A high score or scores may indicate

To a general level of high ability, that is, in theory, the assumption that the highest degree of ability can be justified

For a child, it may reflect his potential in all fields. On the other hand, a low score in the field of

One of the low scores in other areas. For example, one possible type of scale is

On the physical scale, it is below average on the scale. Extreme delay in a child who shows delayed

Cognitive, that physical difficulties affected cognitive skills.

Machine Translated by Google

In order to compare and interpret the differences between the measures properly, the following sections provide detailed descriptions.

For each measure, it is designed to provide the information necessary to make comparisons between the measures. In addition to that

Discussion of each measure provides information about interrelationships with the other measures of the LDS, possible explanations

for low scores, and suggestions for intervention and further evaluation. Fortunately, there are explanations

Low scores and suggestions for intervention and additional evaluation do not represent a comprehensive case study, but rather indicate

Identify situations that are frequently encountered and demonstrate a process that could be followed in other circumstances.

Physical scale: It consists of 40 items, and these items reflect the development of gross motor skills.

Fine motor skills, muscle coordination, strength, endurance, flexibility, and gross motor abilities.

Those that use larger body parts that occur in a sequence. The gross motor skills are:

It is involved in positioning the body in a place, and these skills include balance and movement of the limbs. It includes skills

Micromotor movements include the smallest movements that carry out movements of the hands and fingers, including:

A synergy of effort and hand. Although motor skills are on a continuum, the distinction between gross motor skills and fine motor skills

is important for both assessment and educational purposes. And it was done

Classification of individual vertebrae on the physical scale as micro- and macro-motion to assist in positioning

Educational goals and treatment strategies.

Significant gross and fine motor indicators develop, such as: crawling, leaning, grasping an object, or controlling an object.

successively throughout childhood, until it becomes complex and precise during the pre-school and adult years.

There may be irregular development of skills at the pre-school level and this early childhood, and with

It's common. Children will often pass some areas of motor skills while failing others.

At a comparable level. Despite the expected irregularity in the ability to perform new skills,

However, gross and fine motor skills follow a predictable sequence, and gaps can occur.

Significant when a child continues to develop higher-level skills without addressing deficiencies in

Machine Translated by Google

Lower level skills. Experience in motor skills can result in a broader repertoire of

Not only motor skills, but also planning skills in cognitive areas. For example

There are suggestions that children who experience motor difficulties early in life are more

vulnerable to later development problems (al et Murray,). 2006). The levels of motor skills tend to

To have a positive impact on self-concept and motivation to achieve in other areas of the scale.

There are many reasons that may lead to a delay in functional performance on the physical scale, and in many cases these

reasons overlap and coincide with each other. The child may get a low score

Physical scale due to a physical disability that can be easily identified. It can cause permanent or temporary disability

Large or small movements affect the child's ability to acquire physical skills. In addition to disabilities

Beyond obvious physical disabilities, **disabilities may also include malnutrition, abnormal weight, and visual or hearing problems.** In many of these cases, medical care will be a logical next step after an SDS assessment in order to determine the nature and course of the physical difficulties. If nutrition or weight is considered a possible cause of a physical disability, it is important to address this issue first. In addition, evaluations by an occupational therapist may provide information As a reason about problems

Physical illness and strategies to treat it.

Machine Translated by Google

Another possible reason for a low score on the physical scale is **a lack of opportunities. It may be an environment**

The child 's ability to practice or acquire certain physical skills, or it may be an opportunity to meet the child

With his brothers or peers for limited observation and modeling. It can reduce both poverty and practices

Parents, educational experiences, and the availability of tools are among the child's opportunities to acquire physical skills. In this case

Cases Efforts should be made to provide the child with additional opportunities to acquire skills. This may be provided

Opportunities in school, in summer programs, in community programs, etc.

If it is determined that the lack of peers with whom the child can interact and gain motivation is the reason,

In some physical skill deficits, it may be helpful to work with the family to emphasize the importance of family interactions.

Social skills to acquire physical skills. If the child's environment does not provide sufficient motivation to develop skills

Physically, the intervention can be based on providing rewards for practicing and acquiring physical skills.

In addition, behavioral and attention problems can make the process of acquiring skills difficult.

Physical skills, especially fine motor skills, are more difficult. **For example,** if the child is active

When sitting, it may be useful to provide rewards for the child when sitting still Very disturbed and disturbed

To help him focus, in order to help him learn fine motor skills such as drawing and writing. Instead, it may be best for the child to learn

these skills while standing and standing.

Very short or (one of them). If it appears that behavioral or emotional problems prevent the development of skills

While the physical limitations are still being treated, this may require further assessments and specific intervention. And with

The physical is important.

Adaptive Behavior Scale: It consists of **40 items.** These items reflect the acquisition of self-care behaviors and daily life activities.

For very young children, **these behaviors** include eating, using toiletries and dressing, and for older children they involve independent

functioning and competence in daily life. As a result of technological development, children are expected to work today

Machine Translated by Google

With more efficiency in a more complex society, where computers, cell phones, and many other

Audio-visual devices provide new ways for children to take care of themselves, learn and entertain themselves. In the

recent past, the adaptive skills of those aged between 3 or 4 years were approximately

Mastering simple personal needs. Currently, children of the same age can

They operate computers to watch educational and entertainment programmes, which in turn has changed their functional

performance capabilities. Even more changes appeared for school-age children, as the devices available to them affected

their communication and skills to a degree of functional maturity that greatly exceeds the skills of children of the same age

a decade ago. Just one, and many children are now adept at using cell phones and computers.

At a very young age. They may learn to write using a keyboard before mastering handwriting.

The electronic means enables them to obtain information that they were not given the opportunity to know until a later age.

If it were not for this method.

A low score on an adaptive behavior scale can often be better understood by having the child explore the relationship of

the domain to other domains on the scale. **For example,** Ghalib

The physical and social/emotional scales. Important information that explains the reason for obtaining a low score in

Measure adaptive behavior or provide a hypothesis about its occurrence. It includes many self-care behaviors

affects physical abilities, so if the child suffers from weak physical abilities, this may affect

Failure to acquire adaptive behavior skills. In such cases, physical disabilities must be addressed.

or circumvent them

For example

By providing a wheelchair for mobility

Machine Translated by Google

Facilitating tools for preparing food, dressing, etc.) with the aim of providing the child with the opportunity to acquire

Important adaptive skills. If the physical scale score is not low, a lack of skills may be

Adaptation is a result of social-emotional problems such as emotional dependence (or

Absence of good role models or social deprivation. Once the relevant issues have been identified, it can then be considered

In it as a focus of intervention.

In cases where the child's score on the adaptive behavior scale is the only area that indicates...

Delay: It is possible that the child lacks the opportunity to acquire and master these skills. It may be one of the parents

He is overly protective of the child, offers too many things to the child, or lacks sufficient understanding of development to know

which activities play a role in influencing the child's adaptive behavior, and that the child should try them himself. Poverty may also play a role

This factor can appear in opposite ways. On the other hand, the lack of educational time can

Or the need for additional assistance for some children from poor families to acquire useful competencies beyond their age stage.

On the other hand, a lack of financial resources can deprive poor children of access to commonly available adaptive reinforcement

technologies. Lack of exposure to common electronic devices (such as computers) can put a child in front of a major obstacle.

Finding the underlying reasons for low functioning in a child's adaptive behavior is key.

Ivory planning. Trying to shape the child's behavior or motivate him to become more independent can lead to

It may be counterproductive if it is not supported by the family system (due to poverty, parents' distress, etc.). In such cases,

treatment efforts are best coordinated with the provision of One way to know if The family was contributing to the child's difficulties

by obtaining information about adaptive functioning from the teacher. If the teacher mentioned that the child

Shows more adaptive behaviors at school than at home (as reported by a parent), which may suggest

In this case, the child is responding to the teacher's expectations or practices, and this case shows that it can be treated.

Machine Translated by Google

Low performance in adaptive behavior. This is different if both the teacher and the parents indicate the child's low adaptive performance. Research

They don't respond well indicates that children with low adaptive functioning are often

Behavioral dentin strategies.

Social/Emotional Scale: It consists of 40 items. These items reflect personal behaviors.

Which reflects social and emotional competence. Aspects of social competence include different expressions

The child's needs, feelings, interactions with others, and sense of identity and commitment to the norms of his community. and performance

Social-emotional is a combination of innate characteristics, personality predisposition, and social adaptation experiences.

imposed by the environment. Cultural values can greatly influence acceptance of differences in behavior

Individual social-emotional. Some families give more importance to the child's peer relationships than others.

From families, certain subcultures aspire to different levels of rule-following and emotional regulation.

feelings, and the ability to comply with rules according to standards are also varied. In addition, cooperation, expression of

Expected life expectancy for children of different ages. In accordance with these cultural and social differences, it is necessary to come together

Users of the Discreet Delay Scale should take into account the influence of the child's family's beliefs and practices when interpreting performance.

Functional in the child's social-emotional field.

Poor social and emotional skills may be affected and exacerbated by an unstructured environment, and thus may be

Directing treatment towards modifying the organizational structure of the home and the classroom, or (one of them).

Homes that lack key opportunities to practice social and emotional skills outside of any educational experience

In a formal setting (for example, school), the child may experience a delay in this area. In such a case, it is

The important thing is to try to modify the home environment or provide additional experiences outside the home, school, or both, so that

The child is able to practice these skills. Varsity sports and varsity activities can help

Cooperative games help children improve their social/emotional skills.

Machine Translated by Google

When a child scores low in the social/emotional domain, it can be helpful

To look at his grades in the physical domain. Delays in the physical or neighborhood area may make a child less responsive to adults.

With Because the child does not respond, adults may initiate fewer interactions.

The child, and thus this limits the child's social-emotional development. There may be a similar problem with the child

If someone shows cognitive delay, both parents and teachers may have lower expectations for the child.

Who suffers from cognitive problems, which thus unintentionally leads to further limiting the capabilities of

The child. Some of the two others treat children who are classified as less than the normal rate in the spatial field, as it is the smallest

or the least capacity of what I have in the fall, which may increase their disability. Accurate assessment of cognitive functioning is

important because cognitive functioning can affect a child's ability to process

Social cues and responding to them. Often the intervention is related to multiple areas of delay.

It's complicated. It may be useful to conduct further evaluation and observation of the child to develop intervention strategies.

Which addresses various levels and areas of deficiency.

If the social/emotional measure is the only measure with a significant delay, it is advisable to consider the possibility of an underlying

emotional or behavioral disorder. Disruptive and disruptive behavior disorders, anxiety, and depression are examples of emotional

problems that can affect social/emotional functioning. If it is assumed that emotional or behavioral disturbance is the cause of the low

score in...

The socio-emotional scale, additional clinical assessment should be performed to further determine the characteristics of the disorder.

Of accuracy. Such an assessment should be conducted by a specialist and may include observations in multiple contexts, self-report

measures, and evaluations conducted by teachers and parents.

Cognitive scale: It consists of 40 items. These items reflect the level of the child's cognitive performance as described by

One of the parents. Cognitive functioning includes skills such as perception, concept development, number relationships, reasoning,

memory, categorization, time concepts, and mental acuity skills. An investigation is required

Machine Translated by Google

Closely linked to the child's development in other areas. This requires many scale items Cognitive skills are related

Individual and adaptive behaviors require a certain level of cognitive functioning, including motor and linguistic skills, while social behaviors require

In cognitive functioning. And thus difficulty The child who suffers from difficulty in mastering specific cognitive tasks appears delayed.

Development in all other fields as well. Paragraph analysis can identify areas to target.

For further evaluation and intervention suggestions.

The developmental approach to cognitive functioning is particularly useful for early identification of educational needs and selection of goals.

Appropriate educational facilities. Mental or educational tasks that pose difficulties for the child can be analyzed according to their dimension.

C. Individual efforts to develop basic skills. A low score often indicates cognitive impairment, and educational programs can be developed

The cognitive scale indicates the need for a formal assessment of specific cognitive processes conducted by a specialist. This will allow for a better

understanding of the areas in which the child's shortcomings and strengths lie. The intervention can then be planned

Which focuses on taking advantage of the child's areas of strength to address some areas of deficiency.

Many conditions can cause a drop in grades. The child may suffer from a general developmental delay, and in this case a delay in performance on

most or all developmental measures is evident. If the child suffers from a specific learning difficulty,

Different scales and items can be useful in the diagnostic aspect to determine the nature of the difficulty and determine the extent of

The need for additional evaluations. For example, learning difficulties usually do not affect the performance of major movements.

On the physical scale, but it may affect the small movement vertebrae. In such a case it can be clarified

Additional information about the child's cognitive abilities and processing abilities Important information regarding

With his educational capabilities, and thus the need for more evaluations arises. The scale measures social-emotional

Important areas that can affect academic success, because emotional disorders such as depression can affect cognitive functioning. If there is a

belief that low cognitive skills result from a problem It affects negatively

Emotional, it is important to address the problem through intervention while trying to treat cognitive deficits at the same time.

On the child's score on the cognitive scale. But this It is possible to obtain a degree equivalent to the IQ based on

Machine Translated by Google

On the child's score on the cognitive scale. But this It is possible to obtain a degree equivalent to the IQ based on

The score may be weak psychometrically. In addition, recent estimates of the performance of

Cognitive and mental function refers to representing the child's mental abilities with a single value (such as IQ).

Although the cognitive scale gives important information regarding the appropriate achievement of cognitive indicators

A general term for intelligence itself. However, it does not provide a standardin terms of development

Communication Scale (Language): The Communication Scale reflects the child's ability to understand spoken and written language.

As well as using both verbal and non-verbal skills to communicate. The scale's forty paragraphs are divided into sections

(40) Between receptive language skills and expressive language skills. Receptive language includes understanding information

Oral or written, while expressive language involves expressing ideas in verbal or non-verbal form.

Because there are many government programs verbal (gestural or written). A measure of communication can be useful

You need it to distinguish between communication problems that are primarily receptive or expressive. And he will lead

Examining individual pass/fail results to identify strengths and weaknesses in the language.

A delay in language may indicate problems in a child's ability to understand verbal symbols (the cognitive aspect of receptive language) or to pronounce or

write language (possibly problems with body movement). Like spoken language, the primary difficulty is an assessment of the child's motor skills. To exclude

The real basis of the problem. The initial step is to take the child's score on the physical scale.

Consideration, but additional evaluation will likely require the presence of a speech pathologist. In addition, it should

For a full appreciation of hearing Or do you express in Referral of children who suffer from language deficiencies, whether reception

To exclude disabilities in hearing acuity and auditory processing. If receptive language seems more problematic,

Further assessment using language processing and memory assessments may be helpful.

It is also useful to study the possible impact of interpersonal difficulty on the communication scale (it could be

(Socio-emotional scale scores can provide insight into this possibility.) It is possible that

Machine Translated by Google

in basic language skills due to no delay It appears in an infant who does not pay enough attention

Practice. In addition, other social and cultural factors can influence communication. Although children from multilingual families usually excel at learning multiple

languages, this can

It may sometimes affect communication abilities. The multilingual factor highlights this complexity involved.

In understanding language delay. Another communication problem that is not uncommon occurs when the child has developed

With his brother. In this case, the child may be able to communicate A - Completely exceptional Linguistic system

Very well as long as his brother is there to talk. In the cases described here, a specialist can provide:

Speech and language are useful guidelines in terms of diagnosis and treatment.

Because the acquisition and use of communication skills is affected by many diverse factors, delays tend to be explained by

What emerges in the communication scale indicates the need for more careful study compared to another developmental delay. As we mentioned

Previously, communication abilities can be affected by growth in other areas. Likewise, communication abilities are essential

Also for success in other growth areas. For example, poor communication skills can significantly limit

A. The lack of technology may result Increase the child's ability to interact successfully with others socially

It also indicates a low score for the child on this scale.

Degree of general development: The degree of general development is determined by summing the scores of the five areas.

Provide this score for individuals who need an overall development score to determine eligibility or other purposes. Although this score can be interpreted to illustrate

a child's overall development, the interpretation will be more useful when done at the scale level. Excessive focus on the degree of general development has the

effect of blurring the relevant differences between measures that are important for interpretation and intervention planning.

Paragraph analysis

Additional information at the second level of interpretation includes analyzing the paragraphs. For example

Children who score the same skill level on a physical scale may be very different.

Machine Translated by Google

Some may suffer from a visual problem, while others may suffer from a gross motor problem or

Minor. Although overall scores are valuable, they may mask important differences in skills necessary for focused treatment. An

analysis of items can sometimes reveal excluded skills that need support and fall below the child's stable level of functional

performance. These vertebrae may indicate developmental gaps that need addressing, or the pattern of failure in the vertebra may

indicate environmental limitations. Studies explain

The case at the end of this chapter highlights the importance of analyzing paragraphs.

As part of interpreting a child's scores, the examiner may need to know the age associated with specific items on a scale.

The remote delay. Therefore, Rasch analyzes were used to estimate the prices at which the probability of passing

Children for a paragraph at a certain level. This process included a comparison between the level of difficulty of one of the paragraphs

And the ability level of children in a one-month course. While this process is statistically sound,

However, it is difficult to convert capacity into age, and therefore the resulting prices must be viewed as approximate prices. In

addition, at the lowest age levels, the age range is provided in months. **Table 4 shows**

Estimated rates at which the probability of children passing a section is 50% (this can be considered an average

The age for that paragraph), as well as the age at which the probability of children passing a paragraph reaches 95% (it can be

Think of this as the age at which the paragraph should be mastered. This table can be used to interpret the paragraphs

The area in which the child fails and determine whether failure in that area is likely or unlikely

It occurs at the child's age. For example, item 26 in the adaptive behavior scale asks whether

The child is able to prepare a bowl of cereal. The results based on the rationing sample show that the child who

At the age of 4 years and 7 months, the probability of passing this paragraph is 50%, while the child

A 6-year-old and 10-month-old has a 95% chance of successfully passing the paragraph. Therefore, if he does not

If you know this passage, it is likely that this will not be a resource that a 4-year-old would pass through. 8

Of concern, however, if a 7-year-old is unable to prepare a bowl of cereal,

The child's success in that task according to his age is about 95%. There is potential cause for concern, as the risk of

Machine Translated by Google

Items related to technology: Items related to technology have been added to the remote lag scale. These items assess skills related to the **use of computers, the Internet, video devices/DVD players, etc.** It was important to include such skills in order for the measure of remoteness to reflect the current demands of our society, but some children may not have access to these technologies or have the opportunity to learn or use these skills. Her servants. Table 5 lists the paragraphs that

It requires the skill required by modern technology, as well as the skill required by older technology (although (Appropriate use of phones). All of these items fall within the adaptive behavior scale . **For example,** and communication, and therefore it must be studied carefully if the child receives a score that indicates a deficiency in one or both of the two scales. Children who do not have opportunities to develop the technology-related skills referred to in the TDS items are actually facing an obstacle. This means that there is no exposure in their job performance. The technology available to most of their peers of the same age can have a negative impact.

Failure in any of the technology components of the remote delay measure results in a decrease and therefore a logical scale scores, and no modification is made for children who do not have sufficient opportunity to use these scales.

It is important to take into account the lack of technological opportunity when interpreting scores and planning interventions. And with And treat it. For example, if a child receives a low score on an adaptive behavior scale because Failure in all items related to the computer, so the grade is subjective, but the discussion of the grade between the examiner and a parent or caretaker must include an explanation regarding the child's lack of exposure to technology, and the examiner must suggest P. Ways to provide appropriate opportunities to teach children computer skills

Machine Translated by Google

Level 3 of interpretation

Integrating the results of the developmental delay measure with other information

The first two levels of the lag measure involve interpreting the information derived from the test.

The same. The third level of interpretation includes a search for life data related to her account by means of

To explore and improve this information in order to better understand the child's grades, especially when the grade falls

One or more within the remote lag range.

No. The more information you have about a child's socialization, the more you are able to understand

The results of the scale will therefore recommend the appropriate intervention. For example, low language skills may be

For a young child, it makes more sense if you know that one of the parents is deaf. In many cases you cannot predict which

of additional life information before applying the remote lag measure. Therefore, it is one of the effective strategies

It is applying the remote delay measure and correcting it first, and then determining the possible hypotheses that provide

the child's grades according to the hypotheses available at the first and second levels of interpretation. And you can after that

Investigate these hypotheses in-depth by obtaining relevant life information. On

For example, it would be useful to obtain the medical history of a child with a delay in the physical domain and to obtain

information about the practice of parents of a child who has a delay in adaptive behavior or in the social-related domain.

Emotional or both, or seeking to find out the results of a cognitive assessment for a child who has received low scores. In

the adaptive scale. It is useful in all cases to collect information about risk factors that may be present in the child's

environment (such as poverty and violence). Research has shown that risk factors

Socio-cultural risk is associated with problems in knowledge and language in addition to problems in the social sphere.

Using the Severe and Multiple Disabilities Scale, the examiner can obtain information

A task related to the child's functional performance. They either have the information or can obtain it by way of

Machine Translated by Google

Example: school records, teacher observations, medical reports, or additional information derived from

The child's parents. Integrating these data may be necessary to understand the scale scores from a diagnostic perspective.

A low score on one or more scales will lead the examiner to refer the child back. And with

For further testing in order to obtain additional evaluation data.

It is common for a measure of remote lag to be one test among many in the

Battery. The battery usually consists of tools to evaluate different aspects of the child's performance. However, there are many situations in

which different tests are used to evaluate the same area of job performance. If more than one test measures a particular skill, it may be useful

Comparatively to diagnose

Test results. It often helps to detect differences between tests (for example,

The time of testing, the method of testing, and the environment in which the test was administered) provide evidence of the child's performance

Career.

Level 4 of interpretation

Information obtained through the intervention process

The reason for considering intervention strategies and continuing evaluation as part of the interpretive process in the lag scale.

Information about the child's poor performance. If distance, severe and multiple disabilities are considered, it provides valuable information.

Directing an intervention program based on the LDS scale or other assessments is expected to have an impact.

On the child's developmental process. Therefore, the comprehensive assessment of the recommended program is then referred to as positive.

In order to collect the additional information necessary to determine the appropriate intervention. The success of any intervention can be seen

That was a failure It is a possible confirmation of the diagnostic hypothesis that leads to a specific therapeutic action. And with

y

Pointing out that the results provide processed data or some intervention in achieving positive results rather than a completely negative result.

Helpful to further identify the child's difficulties and needs. Say

Machine Translated by Google

For example, a child is suspected of suffering from attention deficit when he receives grades that fall into the category of

Delay in the cognitive domain and the social/emotional domain, and both the parent version and the teacher version were applied.

Home and school photographs of a rating scale from an attention-deficit/hyperactivity disorder test. The results are explained in a photo

Parents have significant attention deficits. The teacher's version indicated that it was likely present. After taking Ritalin for 3 months,

the latency measure was re-administered. The results still show a delay in the social/emotional field and the cognitive field. These

results led to the termination of treatment and continued examination.

C. Family and counseling based on the results that indicated the existence of family relationships. The plan began to show inconsistent

patterns of family treatment. There was a significant improvement in the child's functional performance at home and school, which was

reflected in the following results of the remote retardation scale after four months. This example shows how

More comprehensive interpretations can be made by combining remote profile results with assessments or data.

Resulting from dentin or both.

Referral guidelines based on developmental delay scale scores

Data from the remote lag measure can be directly converted to one side of

Developing individual treatment programs. This is because the items that make up each area of the remote lag scale are essentially

developmental indicators. It offers to determine **whether the child can multiply 6 by 8**

As an example of performing surgeries on a child. Teaching a child to memorize by repeating that 6 times 8 equals 48 does not nurture

the child's actual arithmetic skills. On the other hand, teaching a child to count 6 cubes (para.

23 on the cognitive scale) enhances the child's actual numerical skills.

Machine Translated by Google

Helping the child reach developmental indicators is one of the foundations of intervention in the developmental delay scale.

For example

Helping the child walk (physical measurement)

Or using the bathroom alone (Adaptive Behavior Scale)

Or understanding ownership (socio-emotional scale)

Or counting (cognitive scale)

Or understanding non-verbal gestures (communication scale)

It helps him develop real life skills. The remote delay scale includes some items that:

It is best to view it as just one step in achieving a key development skill. For **example**

The ability to use a mouse (Adaptive Behavior Scale) is one component of learning to use a computer.

The person providing feedback to the child needs to integrate individual skills into the bigger picture of the child with

These paragraphs. **For example,** if a child is unable to draw interlocking horizontal and vertical lines and this task is added as part

of the orientation program, it is important to explain to the child how to

These shapes are parts of letters and words. The intervention program may include fine motor skills

A number of simple shapes and not just the specific skill assessed by a scale for drawing smooth out

The remote delay.

The report includes suggested teaching activities to discuss the skills measured by each item of the Remote Delay Scale. These activities are best used when chosen to address areas where the child has unexpectedly failed. This means that any skill that the child cannot perform, i.e. the lowest level of ability below it, is an appropriate skill to be targeted by intervention. In addition, the first few paragraphs that

Machine Translated by Google

He failed in it, which is beyond the child's ability. Useful paragraphs for education. It is important to try to remedy this

Only the paragraphs that are close to the child's ability; Any skills that are too far beyond a child's level may be frustrating for the child.

Or confusing for the sake of trying to learn.

The treatment-related guidelines are based on the fact that mastery of each item on the TDS

Promotes the child's remote position. Therefore, teaching the child the subjects he lacks mastery provides an appropriate curriculum.

For the child. It is useful to give the child instructions on each paragraph that he does not pass below his ability in each area. if

The child passes all the items on a scale to a certain point and then fails all the tasks after

On this point, the treatment program should then be based on the first or third paragraphs in which there was agreement. Careful reading of the

items that do not pass on each scale will allow you to choose which items are within or outside the child's reach and should be added to the

personalized intervention program.

When using an intervention based on scale results, it is important that any teaching, training or learning

It is strengthening the concept of the self. The self-concept does not only affect the child's ability to be concise. A basic goal

Rather, awareness of the quality of life. A child's belief in his ability to master a skill greatly affects his ability to

Mastering it. The effectiveness of the phenomenon of "self-fulfilling prophecy" has been well documented, and every interaction with the child affects

Or the ability to value oneself. This is especially true if a familiar adult teaches him something in a formal or informal way. Each course should end

with the child feeling better about himself than he did before the course began, whether there has been significant progress in the skills he was

trained in or not.

Disclosing the results of a profile profile to a child's teacher, parents or agents also requires sensitivity because caregivers' beliefs about the child

are also important to the child's functioning. Research suggests that teachers' beliefs about a child's ability can strongly influence a child's

achievement. The results of a given scenario were shown

Poor, average, or excellent. In it, teachers list students before the start of the year and classify each student academically.

At the end of the year, most students demonstrated performance levels commensurate with their initial classifications. Despite the specification

Machine Translated by Google

The entire classifications were randomly generated, which led the researchers to conclude that the students' academic performance was significantly affected.

Explore teachers' perceptions of children's ability. The implications of this study confirm the importance of this method.

In which the results of the Remote Delay Scale are presented to the distinguished adults in the child's life.

For older children or adults, its primary function is to

It is a means of knowing where the individual's skill deficiencies lie and preparing interventions based on

That. Finally, age equivalent scores must be used with caution, especially when evaluating individuals who are over

Chronological age of the legalization sample.

Put all the information together

Intervention evaluation

The scale provides an effective and comprehensive way to evaluate the examinee's development in very specific aspects of skills, so

It is well suited for designing individual guidance and treatment programs such as Individual Family Service Plans (IFSP), Individual

Education Program (IEP) or Individual Work/Rehabilitation Program (IWRP). Sections of the metrics can be used as program targets

or, if appropriate, in the short term, development

The main objectives that lead to the paragraphs. Through the use of scoring forms, the metric provides a way to measure and monitor

progress. It follows a series of activities from applying the assessment through feedback.

Preparation of developing ribophilus

Complete the cumulative summary sheet and compare the strengths and developmental weaknesses of the examinee through

Domains and sub-tests. Record special observations on areas of the individual's relative developmental strength because

These fields may provide great opportunities to learn new skills. Also, specify areas of points

Relative development weakness. These weaknesses may relate to physical and/or sensory limitations, lack of opportunities or

Training, or challenging behaviours. The intervention team must take into account all these circumstances, for example:

A functional assessment may be needed to determine the cause of challenging behavior. Identify the necessary contributing factors

Machine Translated by Google

To provide skills that may be needed for the intervention, such as assistance from another person in setting up tools, accommodations, or specialized equipment (e.g. toe rings on socks).

On the sides of the sock to help put it on" or an augmentative communication device)

Determine target skills

What are the most important skills? Use the intervention planning page to identify appropriate skills for mentoring. prevailing Susceptibility to intervention is found in aspects of relative development strength. These skills are partially mastered skills. And because development

Development does not always occur in an orderly progression, so targeted next step skills can be extracted from Paragraphs out of sequence, either by identifying a previously unmastered skill or a relatively advanced skill that represents A point of particular strength or importance for the examiner's functional independence and community participation.

Effective analyzes of data from remote assessment of people with disabilities capture development strengths Together as much as possible (e.g. using aspects of an individual's strengths in fine motor skills to reinforce the use of an image-based communication system). Although it is sometimes wise to target each other Relative developmental vulnerabilities as soon as possible (e.g., skills to use toilet for a school-age child), but it is often Relative aspects of remote vulnerabilities cannot be postponed.

y y y y y

A cobra Yes, and then do not offer an incentive Because these are areas in which the individual has seen relatively little success. temporary

It represents less opportunity for advancement.

Develop lesson plans for each targeted skill

In collaboration with the educational team, clarify intervention priorities and specific goals and develop Individual Family Service Plans (IFSP) or Individual Education Program (IEP) or Individual Work/Rehabilitation Program (IWRP) or another customized program prepared by the center. g. Create daily guidelines for each goal. These goals may include:

Machine Translated by Google

In carefully structured one-on-one sessions (for example, an intensive behavioral intervention is

A common method for helping young children on the autism spectrum (Harsh, Leaf & McEachin, 1999).

A task analysis that targets multi-step skills (e.g., washing hands or brushing teeth, Brightman & Baker, 2004) or involves

the application of specific guidelines (e.g.,

Picture Substitution Communication (PECS) Program (For Communication Training, 2001, Frost & Bondy). Also, he drove

Lessons are explained in small group sessions that allow for the description of a skill.

Many people with severe and total disabilities have limited visual stamina.

It exposes the nature and severity of their conditions, and therefore it is recommended that lessons be presented in units lasting approximately several minutes.

Several times a day. No, goals should be integrated into routine activities to provide opportunities for practice.

Developing job routines and disseminating skills in multiple environments.

Observing program data and making necessary changes in the program

Using the comprehensive program record, monitor the examinee's progress in acquiring the targeted skills. If it is observed

that an individual has not made progress for 3 weeks in a specific target skill (or, if recorded data or direct observations

indicate a need for timely change, for example), the

individual (repeatedly at the beginning of a specific lesson) the examiner or team should reassess the appropriateness

The goal and directive strategy used (e.g., intensity and quality of reinforcers) and the extent to which

Individual skill. It may be better not to target the skill for the next two or three weeks and focus instead on other skills, and

perhaps you can return to that targeted skill using a strategy.

Different guidelines, modified level of performance, use of another examiner, modified tools, or other environment.

When the individual achieves the standards for mastering the targeted skills, the next step skills must be determined from

measure relevant to the skill and add it to the overall program record in order to enhance progress in real time

appropriately and in an organized manner.

Machine Translated by Google

reevaluation

Using the comprehensive program record, the intervention team is able to observe progress in individual skills (see Figure 4-4), and on the other hand provide periodic re-evaluation (for example, after a year (and two years of intervention) and scale metrics provide opportunities to assess recent progress and identify new areas of potential To intervene, and provide the educational team with valuable feedback regarding the effectiveness of the intervention.

Case examples

the most common uses of the scale. I provided five case examples here. The first three cases illustrate Outstanding delay: in order to determine the need to apply further tests, determine the area of weakness for treatment, and use the unknown disability results of the remote delay scale with other evidence to identify an three levels of interpretation mentioned previously and provided standard scores. Accurately. These cases followed the And paragraph analyses. The examples in Cases 4 and 5 illustrate ways of using the remote lag measure drawn from the interpretation methods mentioned in this chapter. The fourth case reveals ways in which an analysis of an item from the Remote Delay Scale for a child with an unknown disability can be conducted, which can be useful in planning a treatment program. The fifth case describes the use of Or a measure of the remote delay of a setting A pre-school intervention program and its improvement.

Case (1): Khadija

At the age of four, Khadija spent a full year in nursery, and during this period she suffered from some problems. Her mother, Mrs. relied on other family Hajar, noticed that Khadija was very shy around other children, but she interacted with adults and sometimes members to do things.

Postpone it. Mrs. Hajar thought that this only showed Khadija's character. But when my employees express...

Nursery expressed their concern, Mrs. Hajar became interested in examining Khadija for developmental difficulties or

Machine Translated by Google

Psychological or both. The psychologist began applying the remote delay scale. And there were responses

She indicated that she studied the questions before answering them and asked the specialist, Mrs. Hajar, to make an honest and appropriate opinion.

Psychological clarification when necessary.

The results revealed that there were significant differences between the grades. The scores were for the physical domain and the physical domain

The cognitive score falls in the medium range (standard score = 101 and 98, respectively) and the adaptive field score falls

In the below average range (standard score = 80) the score of the social/emotional and communication scale was

It falls into the lag range (standard score = 63 and 66, respectively). This profile indicated that Khadija's developmental potential was likely in the

medium term, although she suffers from certain shortcomings. The fact that the result of the neighborhood domain was average, and the scores of

the communication and social domain / Emotional difficulties were not limited to physical difficulties, it seems. Likewise, the degree of the cognitive

domain that fell

In the medium term, it is likely that her social and communication skills are not associated with deficiencies.

In cognitive processing.

While conducting the item analysis, the specialist noticed that Khadija failed in an item on the social scale/

Emotional, which measures the child's awareness of other emotions; 95% of the youngest children passed this section.

From Khadija in a month. Khadija also made mistakes in several other items on the social/emotional scale.

On the communication scale, I made more mistakes in the receptive language items than in the expressive language items.

The psychologist took these results into consideration and conducted a clinical interview with Mrs.

Contact Hajar for additional information. From this interview, the psychologist learned that Khadija began

She began to speak very early, and often imitated adult expression patterns. She had a number of interests that she liked to talk about at great

length but was not interested in pursuing what others wanted to talk about. She also gets so immersed in things that she is interested in that she

does not even try to do them.

Any activities alone, such as dancing. In addition, she showed difficulty in receptive communication skills due to

Machine Translated by Google

Her tendency to get distracted in the middle of listening to someone or following directions. And when the specialist spoke

The psychologist with the nursery team asked more specific questions and found that Khadija's peers rejected her when

She tries to talk to them because she only wants to talk about things she cares about. As a result, I started

By withdrawing and playing alone.

He scored the scores for one of the areas of the Remote Delay Scale and explained some of the scale items and interview information.

The psychologist suspected that Khadija was displaying some characteristics of the autism spectrum disorder.

Dependent job. She was not a specialist in self-evaluation, so she referred Khadija's mother to one of the self-evaluation centers in

order to continue evaluating Khadija. At the same time, a psychologist was appointed

A program for a set of basic social skills for Khadija and three other girls in the nursery class in

During weekly visits.

Case (2): Fatima

The mother felt concerned about her 8-month-old daughter, Fatima, because Fatima was unable to do many of the things that her

peers of the same age could do. The mother developed close friendships with other mothers she knew through antenatal and birth

work. There were no problems during the birth process. All newborn measurements taken at the hospital for Fatima were "perfect."

She was growing physically well, so the mother checked her weight regularly. But when the mother talked to him

With her friends, she became aware that Fatima was lagging behind the other children. Where two children have already sat and been born

A month after Fatima, two more babies born within days of Fatima were already crawling fast.

On the contrary, Fatima continued to need help when sitting and could barely move.

The mother decided to contact her pediatrician. The doctor saw Fatima just over two months ago for her six-month checkup. At that

time, the mother was not worried about anything and described Fatima as a

Machine Translated by Google

A beloved and happy baby girl; The doctor told Umm that his examination of Fatima confirmed that everything was fine. When the mother

By email expressed her current concerns to the doctor, he told him that he would send her a link to a questionnaire.

To complete it. The mother was happy to complete the remote retardation and severe and multiple disabilities scale with her

daughter. When the doctor began reviewing the questionnaire at the basic level to see if there was anything wrong, he was

immediately surprised to see that the mother had left out three items out of the original four.

Physical scale. Her standard score on the physical scale was 62. Despite this, he overcame his fears.

To a significant extent when considering the results of the other four measures. Fatima passed the six paragraphs on

The adaptive behavior scale placed her in the medium range (standard score = 97). The scale score was

The social-emotional level is at the 55th percentile (standard score = 102) and its position is the performance of the cognitive scale at the level

Finally, it was clear that Fatima was definitely not suffering from any lag at the 75th percentile (standard score = 110).

A comprehensive measure, because the communication scale score was also within the normal range (standard score=

94). Review of the items on the other four scales revealed typical patterns and nothing unusual.

The doctor provided some reassurance to the mother about Fatima's overall growth and continued to explore the anthropometric

results by ordering full body scans and x-rays. The results of the examinations revealed the presence of a fracture in the collarbone,

which most likely occurred during the use of birth forceps.

All of Fatima's special physical delays. Fatima began treatment immediately, on her birthday.

Children with First, Fatima stood without support and took her first steps, and she seemed to be compatible with my body.

Others at her birthday party.

Condition: 3 good

Hassan, who is 6 years and 5 months old, was referred by his teacher to the psychologist in

His poor performance in class. The teacher mentioned in his report that Hassan did not pay attention in the school class, because

He did not do well on the tasks required of him in class (but he did fine on the homework)

Machine Translated by Google

He generally appears to be “unaware of his surroundings” and uncomfortable. The teacher is particularly concerned about this behavior because Hassan’s general proficiency scores were above average and his school record revealed that his academic Along with appropriate comments provided by the teacher performance was above average in the nursery next to Nursery for his performance in the classroom. It appears that the initial examination conducted by the psychologist of the records all teacher information. Screening tests in the nursery provided quantitative evidence of The school has confirmed Higher cognitive skills. Therefore, the psychologist applied observation techniques in the classroom and break time. Good observation. Observation steps in the classroom confirmed the teacher’s reports of a lack of attention while following the lessons. Observation during recess and lunch did not provide evidence of any emotional problems. It was Children do well. Hassan plays with him

The psychologist then arranged a home visit. Hassan’s family lives in an elegant house in a neighborhood where The upper class of society. The parents were surprised when they heard Hassan’s less than ideal teacher performance, and they described Hassan as the least problematic among their three children. When the psychologist spoke to them His older sister expressed in detail that there were some problems. They mentioned that he sometimes quarrels with... (He may be very engrossed in his favorite computer activities) and has He is a senior and sometimes ignores their requests Negative habit of raising the volume of the television. While she was at home, the psychologist conducted an interview. To apply the remote delay scale with his mother in order to determine whether Hassan suffers from developmental difficulties. Not specified. The results of the remote delay scale were as follows: the physical scale (standard score = 125), the adaptive scale (standard score = 118), and the cognitive scale (standard score = 121) were higher than average and His score on the social-emotional scale (standard score = 106) and the score on the Communication (Standard score = 102) was in the medium range. These scores indicated that Hassan does not suffer from any My port is late.

Machine Translated by Google

The psychologist conducted an analysis of the items for each measure of remote delay. On the scale

Physical: There were no differences between fine and gross motor skills. On the adaptive scale, it happened

Hassan scored on one item at least one mark below his age level: Hassan did not pass the adaptive behavior section that assesses whether

the child asks for a phone call to initiate a call. Usually, 50% of children who do They are 4 years and 10 months old in this paragraph. The

item he failed to perform alone was not important from a diagnostic point of view, as children sometimes fail the situational item that is below

their general level of performance.

Analysis of the items on both the social/emotional and cognitive scales did not reveal any problems. Despite failing on a few items, no scale

identified a specific area of weakness (he did not fail any item that was below his level of performance). The psychologist noted that although

Hassan passed the communication item, he

It requires the child to independently write a letter (this paragraph is well and well above the age group)

A standard passed by 50% of children aged 10 years and 2 months), but he failed in both paragraphs

My previous one. The failure in paragraph (30) confirmed once again that Hassan suffers from limited phone communication.

With his peers. I realized that the failure in paragraph (31) was explained by the fact that Hassan did not have extended verbal conversations.

Because the score of the communication scale was the lowest among the five scales of the delay scale, the specialist considered that

Remotely, the success/failure pattern on the paragraphs was of particular interest.

The psychologist collected additional information and reviewed Hassan's file again. And when it is conducted

Hassan's teacher, I found that he seemed to prefer the nursery teacher to his current teacher; However, the interviewer was able to rule out

the idea that his low performance in class was related to an interpersonal teacher/student problem. While reviewing Hassan's school file again,

the specialist found that Hassan had been referred to a speech and language specialist at the school due to an expression problem that was

discovered early. He pointed out

The speech pathologist reports that minimal speech therapy corrected the problem. At the specialist

Machine Translated by Google

Now she has a set of clues to guide her diagnostic examination. I suspected that there was a problem when analyzing

Paragraphs of the remote delay scale. When I reviewed her case notes focusing on this point, it emerged

Now the evidence that no hypotheses had ever seen before is clearly presented. Hassan suffered from an early speech problem. His favorite activity

was the computer. He tended to watch television at a high volume. He seemed to interact well with his peers personally, but he distanced himself from

using the telephone and was less Predictably responsive to verbal directions provided by parent or teacher. I requested a hearing examination and it

was found that Hassan suffers from significant hearing loss, especially at certain frequencies. It was important to note that the voices of adult males

(such as the voice of his current teacher) were not in auditory range while the voices of children in the nursery were.

More clarity.

The diagnosis that Hassan had a hearing problem helped him perform better at school and at home. And fuel

The gestures made (e.g. seating arrangement, printed assignments) helped to overcome the lack of awareness

He is good to his surroundings and to low participation and performance in the classroom. Hassan's annoyance from using has ended

The telephone, and his excessive involvement in using the computer decreased.

This case illustrates the situation in which a child can hide his severe shortcomings with particular effectiveness.

a. This does not mean that children are intentionally deceitful. It is very natural for righteousness to focus More intelligent children

focus on activities that make them feel competent and try to circumvent activities that cause them

discomfort or avoid it. The challenge that this situation represents for specialists is to pay attention to this type of

The specialist also made shortcomings in her use of the test results and evidence she obtained from the environment.

To determine the source of the child's difficulties.

Case 4: Marwan - a child with Down syndrome

Shortly after his birth, Marwan was diagnosed with Don syndrome. His parents were very upset and overwhelmed

Machine Translated by Google

That It takes them months to get over the pain and realize that their child will not be like other children. They acquired a parenting attitude characterized by acceptance and love.

They took good care of Marwan, he received healthy nutrition, and he enjoyed many things, both materially and psychologically. They carried him, hugged him, played with him, talked to him, and loved him. The parents did not expect much in return, but they were

We are happy that he is a caring child. They were happy when Marwan reached his third year and was able to move around efficiently.

Participate in real verbal exchanges using gentle baby talk.

When Marwan was three and a half years old, his parents decided to obtain more information about his abilities.

So that they can decide what to do about enrolling him in foster care, they contacted a center specialized in disability.

A clinical consultation was conducted and the final delay scale was applied. The specialist visited the family home

To observe the family and apply the scale.

The results of the remote delay scale were not surprising, as all of Marwan's overall scores fell within a range of 2 standard deviations less than the average. When presenting the results to Marwan's parents, the specialist highlighted the large dispersion in the items that Marwan passed or failed on every scale. He stated that the higher levels, in which he was either not exposed to the skills that Marwan had passed, strongly indicate that his failures at the lower level were due to his ability not being adequate or that he was not challenged sufficiently. For example, Marwan did not pass paragraph 12 of the Code of Conduct.

Adaptive, relating to the use of a fork and Cognitive Section 9, relating to the child's ability to point to

Body parts when named and communication paragraph 11 which asks if he can follow two-step directions. The interviewer specified through the question that his parents never gave him a fork to try to use and never "chosen" on his knowledge of words or body parts and asked him to do

A belief every time One something that he would not be able to remember. The specialist explained to Marwan's parents that they were very keen to provide

Unfortunately for Marwan, they made a mistake unintentionally and thus deprived him of the opportunity to master additional skills. Existence

Machine Translated by Google

performance on the test (for example, language or speech deficits or difficulties that negatively affect

(Severe difficulties in concentrating of clinical significance, motor disability, visual, hearing, or sensory impairment).

Belonging to a group that is overrepresented or not represented at all in the disability classification

The parents accepted the specialist's comments and followed his instructions to teach Marwan the skills that he lacked in performance, on

the extreme delay scale. Over the course of a period of six months, he showed remarkable progress

His parents expressed their great happiness in watching him recover more quickly than ever before. And they were able to

It is an individual scalePlace him in a regular pre-school class accompanied by:

Case (5): Comparison between the two nurseries

The measure of remote lag can be used effectively in intervention research. The following example describes the use

A measure of the remote delay in estimating custody and guiding the intervention.

A key aspect of Dr. Sally's responsibilities as an educational consultant for a school district is

It is a qualitative assessment of the success of school programs that fall within its mandate. To achieve this goal,

Two nurseries were used in the educational district (Dari and Happy Child), and the estimates of the delay scale were used

The delay occurred within two months of the 2022 school year. The nursery teacher applied the measure of delay in a parent's dissatisfaction

with school orientation. Sally found that this procedure built one child's relationships as part of the

Positive communication between the teacher and the parent and provided teachers with critical insights into the child's remote situation.

Over the past three years, Dr. Sally has noticed a consistent pattern when comparing SSI scores.

Late delay in nursery. While it is not possible to distinguish between the grades of the two schools essentially where they occurred

Within the lower to medium range, my nursery differed significantly and

With scores that fell in the upper-average range at the end of the year. Although both nurseries achieved positive results expected from a

good nursery (that is, the standard scores they obtained at the end of

Machine Translated by Google

year were usually equal to or higher than the scores at the beginning of the year), the standard general growth scores

At the end of the year, my students reached an average of half a standard deviation higher than that obtained by my students.

Happy Child (mean standard score = 96 and 89, respectively). Dr. Sally, who was satisfied, assumed

In general, over the past two years, both nurseries indicate that the differences are due to random factors.

Such as a particular group of students, parents, experimental teacher differences, or general school factors.

But when these factors repeated themselves for the third year, Dr. Sayle decided to carefully analyze the differences.

School education would be useful.

The initial comparison between the two nurseries did not provide any evidence. The students come from social, economic and cultural backgrounds

Religion and class are basically the same. The first teachers in both schools were experienced and competent.

Either way. Dr. Sally also knew that the basic curriculum for the two nurseries, which she had developed herself,

I periodically observed it being carried out in a similar manner in both nurseries. An examination of student files in both revealed

The two nurseries are different, which solves the mystery in the end. It included the files of students in Happy Child

The Outlying Delay Scale cover page, which summarizes the scores of each student on the Outlying Delay Scale, included:

Dari files the remote retardation scale protocol, which shows each child's successes and failures on the scales.

Dr. Sally soon discovered that the principal at my home regularly gave the teaching assistants an assignment.

Teaching based on developmental tasks that have not yet been mastered at the beginning of the school year. That's why he said good

With teaching assistants in performing physical, adaptive, social, or cognitive activities, or communicating at any time

Group or individual based on their weaker developmental skill. Other evidence of Kant Jam's strategic importance has emerged

Instruction based on remote weaknesses when I studied the fall and spring records forms for both preschools.

Accurately. The students in my school tended to pass those passages that were out of sequence and at a lower level than

Expected at the beginning of the year.

Machine Translated by Google

Subsequent workshops to train nursery and pre-school teachers included methodologies

To include student results in the remote retardation scale as a guide to individual curricula. Hype's results matched

I will receive my school results by the end of the following academic year.

Case history

Maryam is a 13-year-old girl recently enrolled in a special education class in a general middle school. School records indicate that she has been diagnosed with a severe mental disability. It's like she's seeing who

Cerebral palsy affects her motor skills and stamina. She also takes drugs to control seizures, which affects her psychological state. The results of the standard assessment indicate very low levels of cognitive and adaptive performance, as the standard score reached “less than 20.” The objectives of the primary education program include receptive understanding of some basic concepts (for example, reading current individual safety words simply by looking at them) and clarifying some daily life tasks by helping (to

For example, following a morning routine and an end-of-day routine) but Mary is increasingly resistant to direction,

Part of this resistance may be due to the incompatibility between these goals and the development of her skill.

The educational team involved in Maryam’s case wants to better understand the path that the girl should take by following the guidance curriculum and style assigned to her. In the last meeting of the work group without her teacher

The **private note reads as follows**

“I think we need to get an idea "Best to determine what Maryam's guiding priorities are, including the skills she is most prepared to learn so she can become career-wise."

More independence

Machine Translated by Google

Application of the scale

The psychologist at Maryam's school applied the scale to obtain detailed information about my profile.

Maryam's developmental skills. First, she reviewed the results of the available standardized assessments and observed Maryam in

class and discussed her daily activities with the class teacher and parents. Based on these sources of information, it was estimated

A. and choose that Maryam's overall functional performance is close to the typical level for the age of 28 months.

The fifth level (independent performance) as a performance level standard to be used in applying the measure.

The five scales for remote assessment of people with severe disabilities were applied to Maryam during three sessions.

50 minutes, with the exception of the subscale on involuntary reflexes of the scale. Its duration is approximately

Physical activity (due to Maryam's age). The psychologist completed these sessions during the morning hours due to Maryam's

fatigue after taking medication in the middle of the day to control seizures.

For the paragraphs that require the use of tools, the psychologist uses things that are

Usually in a school setting, with simple accommodations depending on the availability of materials and Maryam's preferences.

And its interests. For some paragraphs (for example, several paragraphs of activities of daily living)

Having the opportunity to observe Maryam directly, she relied on reports from her classroom teachers and parents.

After application, the basal age, ceiling age, and final age were calculated for each of the measures and tests.

Sub-sections and recordings on the first pages of each answer recording booklet

Interpret the assessment and intervention plan

The specialist reported the basal age, ceiling age, and final age for all the scales and subscales in

Cumulative summary sheet, to compare relevant strengths and weaknesses. In general, it indicates remote asthma

Maryam's functional performance falls in the extreme range for the age of 27 months (i.e. two years and three months).

Relative strength when comparing scale scores in some areas of social-emotional development and skills

Especially in daily life skills The academic summary sheet indicates a relative weakness.

In the areas of dressing, eating, and using alcohol. A review of the record sheet reveals the answer

Machine Translated by Google

There is a large dispersion in skills, especially in the field of social and emotional development.

Using the intervention planning sheet, the evaluation team analyzed all five metrics to determine appropriate goals, focusing on the areas of strength demonstrated by Maryam in addition to the targeted areas of weakness. For example, the observational observation on the socio-emotional scale is that Mary follows simple one-step directions independently (e.g., the item about following a request to move items to a specific place,

She received a rating of 5), but she needs verbal encouragement to help others (such as paragraph 87. She received a rating of 3). Therefore, the evaluation team decides that the appropriate goal for Maryam is to work with another person to complete her work. Common everyday tasks (e.g. filling a cup with water or choosing utensils) Food). This goal also has an advantage

An additional step is to benefit from Maryam's relative strengths in some language skills, for example:

The team observed that Maryam correctly identifies some common items when the uses of these items are described (i.e., item 166 of the language scale was rated 5). Through this objective, Maryam's assessment team addresses Also - the area of remote weakness by focusing on the aspects of strength Developing areas, including:

Other areas identified for intervention: Dressing-related skills such as putting on shoes and unbuttoning

Clothes and closing them.

Once the following objectives were identified, Maryam's teaching team developed lesson plans for each skill. As part of this process, the team identified the necessary alignment with the objectives set for Maryam, such as the live-kinetic objective of copying a horizontal line drawn within 30 degrees of the straight line (paragraph 39 of the Evaluator (sub-hand skills within the live motor scale) and it was determined that using a slanted board and pencil Grip

A. The team plans to use graphic stimuli (such as a series of images illustrating a custom wash) that will be necessary. and drying hands (to replace repetitive verbal directions as part of the fading process); To increase

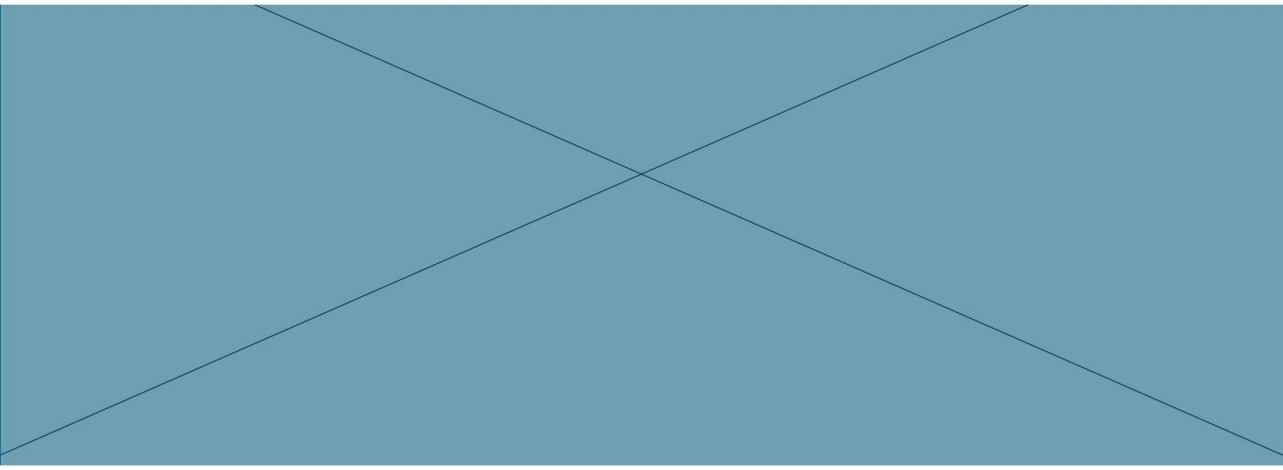
Maryam has the independence to begin training on the skills used. Help identify this alignment

Or means of support, performance observations recorded by the specialist during the application of the remote assessment.

Machine Translated by Google

Intervention monitoring and continuous evaluation of skills acquisition

Using the comprehensive program booklet, the intervention team recorded the level of performance they observed most often in each target skill for each week. By reviewing this data over a period of weeks, the team was able to assess her independence Increase its inclinations (such as increasing independence in in general while performing the targeted skills, in addition to tracking In the levels of independence that appear in broader trends (skill) and variation (i.e., up-and-down changes In addition to reviewing the weekly data provided by Maryam's teacher, the team schedules proficiency meetings in performing targeted skills (i.e., overall progress is reviewed every six weeks). Maryam appears (You get a rating at level 5 over several sessions), and the team will develop procedures to disseminate the skills It sets new learning objectives by referring to the results of the standardized assessment. **In our example** of Maryam, once the skill "Unbuttoning Large Clothes" was mastered at level 5 after 3 weeks, a new skill "Close Buttons" was added. "Large buttons" afterwards.



Maryam One year later, using the scale to measure recent change, plans were made to re-evaluate the state of And evaluate the effectiveness of intervention strategies and help identify new goals. Results can be recorded This second evaluation combines the results of the first evaluation for quick comparison and effective record maintenance. The specialist placed each area of the scale and forms of support in a folder for quick access to data.

The program.

Machine Translated by Google

Appendices

Case examination form to isolate interfering factors

This form must be completed for all students who have been screened or referred for tardiness assessment

The remote.

Student's **name** …… .School…… ..... **the date ..... / ... ... / .....**

The assessment team must take into account each student's strengths and weaknesses, their educational history, and their school and home environment. It is not recommended to use a single "standardized" assessment tool when making estimates. It must The staff must use all available information about the student in addition to professional judgment.

To identify a set of assessment tools that are most appropriate to accurately and fairly measure a student's true ability.

Evaluation considerations

the language

The dominant language or primary language first acquired at home is a language other than Arabic.

Limited opportunity to acquire Arabic in depth (because Arabic is not spoken at home or

dialects, which constitutes an obstacle to learning. Moving abroad for family work or differences in

Machine Translated by Google

The economic aspect

Residence in a remote area, low economic level, and/or no shelter.

Low household income (eligible for free or reduced lunch).

Necessary work or home responsibilities interfere with learning.

Academic achievement

The peer group of students devalues academic achievement.

Consistently low grades with little motivation to succeed.

School

Irregular attendance (excessive absence during the current performance appraisal period or most of the performance appraisal periods

(Last evaluation).

He goes to a low-performing school.

He moves between primary schools (at least 3 times).

What the student may be prepared for. Limited opportunities for exposure to developing experiences

Machine Translated by Google

the environment

Limited experiences outside the home.

The family's inability to provide materials or experiences that enrich the learning process.

Geographic isolation

Lack of school-related recreational activities that target the child's strengths or interests.

May have problems writing answers due to age, training, language, or fine motor skills.

He may have problems with attention or concentration.

Student grades may be affected by the ceiling and baseline effects of the assessment.

Talent assessments: Shows high ability in a specific field.

He performs poorly on timed tests or thinks reflectively and does not provide quick answers.

Questions.

He **may** be very shy or withdrawn around strangers or classmates.

Or did he skip the grade ..... at the age of ..... . He joined kindergarten early

Educational performance or evaluation. There may be another deficiency or disability that interferes with

Machine Translated by Google

As is the case with all assessment-related referrals, assessment tools should be chosen that measure the ability of

The real student accurately. However, this applies in particular to students who may be affected in a way that

Increased by the factors mentioned above. Determine whether **the selected paragraphs are persuasive** enough to indicate that

This student's abilities may **not be accurately measured with traditionally used tools.** Then register tools

The appropriate assessment will be used to evaluate this student.

Evaluation/measurement classification	Evaluation/measurement classification	Evaluation/measurement classification
.....	.....	.....

Developing history questionnaire

It is completed by the guardian or completed during the guardian's interview

student information

Name: ..... Guardian: .... the date: ..... / .... / .....

Date of birth: ..... Age: ..... .

Who does the child live with?

Stepfather ☐ Stepmother ☐ Father ☐ Mother ☐ Both parents ☐

Other: .... ☐

Machine Translated by Google

Name of the guardian or person caring for the child: ……. ....

the address: ....

Home phone: ..... Work Phone: ....

Mobile phone: ....

A list of the worst people in the house, their ages, and kinship: ....

....

Are there any languages other than Arabic spoken at home?

the ☐ Yes ☐

Is this language? ..... If yes, what?

The percentage of time spoken: ..... Who speaks it? .....

Aspects of concern (check all that apply).

Behavioral/Emotional. ☐

Immature use of language ☐

Slow motor development. ☐

Speaking in words that are difficult to understand. ☐

He's slow. ☐

Machine Translated by Google

He has difficulty understanding language. ☐

Vision problems. ☐

Hearing problems. ☐

Medical health problems. ☐

It's inconsistent. ☐

Other: ☐

Why do you ask for this estimate? ....

Has anyone suggested that you refer your child for evaluation? Yes ☐ the ☐

If the answer is yes, state the name and surname: ....

Has your child been evaluated by a doctor, psychiatrist, speech pathologist, or other diagnostician?

Yes ☐ the ☐

Has the diagnosis been established? Yes ☐ the ☐

Please explain: .... Y

Pre-school history (check all that apply).

The preschool/nursery programs you are enrolled in

Name..... Address..... ..... **Dates . ...**

Machine Translated by Google

Name..... Address..... ..... **Dates . ...**

Without any special services that your child has received, it promotes the social and cognitive development of children by providing educational, health, nutritional, social, and other services, patient safety promotion programs, or a health care system.

Early intervention.

Type of service..... Address..... ..... **Dates ....**

School/Agency: ....

If your child has attended nursery and his or her behavior issues have been discussed with you, explain your attempts to And he did not succeed. ....

....

Developing history

Pregnancy and childbirth

Other than that ☐ the fourth ☐ the third ☐ The second ☑ The first ☐ Was this pregnancy

the ☐ Yes ☐ ÿÿÿÿWas it a normal pregnancy?

Explain any complications: ....

late ☐ early? ☐ On time? ☐ Was the mother:

How long was labor?

the ☐ Yes ☐ Cystic? the ☐ Yes ☐ Natural? Was the mother:

Machine Translated by Google

Birth weight ....

The condition of the baby at birth (jaundice, breathing problems, etc.): ....

Motor development (without approximate ages)

Crawl..... Standing alone... ..... He sat alone.....

Walked independently..... Feed himself using a spoon. .....

Practice going to the bathroom……urinating……. ..... Output ....

Medical history

Without any previous or current major health problems (for example, a serious injury, or a high degree of

Temperature, fever, any cramps, allergies, asthma, recurrent ear infections, etc.).

.....

Without any medications he takes regularly.

.....

Speech and language (without approximate ages).

..... He pronounced the first A word that can be understood (unlike Mama or Papa).

..... Use a sentence Made up of my word.

..... Speak a sentence perfect.

..... Does it depend? Does the child communicate primarily using speech?

Machine Translated by Google

..... Does it depend? Does the child communicate mainly using gestures?

..... Is it difficult? Should others understand the child's speech?

.....Is he facing Does the child have difficulty following directions?

.....Does he answer? Does the child ask questions appropriately?

Social growth

Children of the same age? These are the opportunities available to the child to play with what

.....

What play activities does the child enjoy? what

.....

the ☐ Yes ☐ Does he mainly play alone?

the ☐ Yes ☐ Mainly other children? Does he play with

the ☐ Yes ☐ Does he enjoy imaginative play?

the ☐ Yes ☐ Do you have any concerns about the child's behavior?

If yes, please explain.

.....

How do you discipline a child? ....

Machine Translated by Google

Thank you for providing us with the above developmental information about your child.

Woe to you

.....

Machine Translated by Google

Teacher input form

Child's name: ..... Date: .... / ..... / ..... Age: ....

Child's name: ..... Date: .... / ..... / ..... Age: ....

Date of information collection: ..... / ..... / ..... The teacher who completed the questionnaire..... .....:

Please mention strengths and weaknesses in detail in the following areas (taking into account age-appropriate skills **Y**

On each side:

Physical (small motor skills and gross motor skills).

.....

.....

Cognitive (the ability to think - including the skills of moving from sensory to abstract thinking).

.....

.....

Communication (language skills - expressive and receptive).

.....

.....

Social/emotional (ability to interact with peers and people in authority).

.....

Machine Translated by Google

.....

Adaptive (self-reliance, independent living, and social adaptation skills).

.....

.....

Observation to document lateness

.....

.....

It is suggested that you allocate at least 15 minutes for observation. The observation must be carried out in the child's natural environment.

)the date(

/..... /..... .....

(Teacher's signature)

.....

Machine Translated by Google

Appendix D: Evaluations

This list may not be comprehensive or include all acceptable measurements available. These are the most current versions of these measurements at the time this form was prepared. Determining which measurement to use in the assessment depends on the assessment specialist's view of the case.

The Scale of Developmental Delay and Multiple Intellectual	Developing list
Disabilities and the Stanford-Binet Intelligence Scale: Fifth picture Wechsler intelligence scale Woodcock-Johnson tests of cognitive abilities - fourth picture Intelligence scale for autistic children Brief intelligence scale General Nonverbal Intelligence Test - the second picture Reynolds Mental Rating Scales - the second picture LERT3 International Performance Scale - the third picture The Comprehensive Nonverbal Intelligence Test - the second picture The Coffman Battery for Children's Assessment - the second picture Discriminative Ability Scales - the second picture Stanford-Binet Intelligence Scales - Picture 5 Non-verbal intelligence test - the fourth picture: The initial test of non-verbal intelligence	The cognitive aspect
Clinical Assessment of Language Fundamentals - Picture 5 Clinical Assessment of Language Fundamentals - Kindergarten: Picture 2 Clinical Assessment of Language Fundamentals - Picture 4 (in Spanish) Language development test - for primary school and adolescence Language development test - intermediate level - fourth picture Language development test - primary stage - fourth picture Pragmatic language test - second picture	Language\Communication\Social language

Machine Translated by Google

Behavior Assessment System for Children - third image Beck Youth Inventories - second image Conners scales for rating global behavior Social skills improvement system rating scales Vineland Socioemotional Scales for Early Childhood	Behavioral/emotional/social
Adaptive behavior scales Adaptive behavior assessment system - third picture Vineland - third picture -	Adaptive behavior
Functional Communication Profile - Revised Programmatic Profile Children's Communication Checklist - Second Picture (org.communicationmatrix.www) List of pragmatic language skills Mapp-VB Verbal Behavior (Verbal Behavior Assessment and Placement Program). ADOS (Infant Autism Diagnostic Observation Schedule). ABLLS (Assessment of Basic Language and Learning Skills).	Communication/language/social skills
Bronx-Arrestic Test of Motor Aptitude - Image 2 Movement Assessment Battery for Children - Image 2 Peabody Developmental Movement Scales - Image 2	The physical aspect

Appendix E: Developmental delay calculation form

	the date		Student name
	Age in months and years		and date of birth
	the line		School

Percentage of delay	Developing age in months	Field
		Comprehensive physical
		development, fine movement
		Major movement
		Growth of knowledge/intelligence

Machine Translated by Google

		The development of comprehensive communication
		Receptive language
		- Expressive
		language - Phonology /
		Speech - **Social / Emotional**
		development - Adaptive development

If the child suffers from a 25% delay in two or more of the five areas or suffers from a delay in

40% in one of the above areas, he may be eligible to receive services under

Classification of remote delay.

If the only area of deficiency is in the development of communication, the child should be referred to a specialist in communication disorders.

Speech to overcome deficiencies in speech or language instead of classifying it as a developmental delay.

If referral is made for remote delay after the age of seven, with a delay in cognitive and adaptive development, it is necessary to

This means conducting more and more precise assessments that eliminate cases of disability.

Calculate the percentage of delay

36.84 or	**ÿÿ* /ÿÿÿ**	**ÿ Months/months – ÿ 24 38**	**A Z – A N /**
37% delay	**ÿÿ=**	**ÿ A month ÿÿ**	**Almighty**

Agile age = 24 months **Chronological age = 38 months**

The equation will be as follows: 38/24-38 x 100 = 36.84, meaning 37

P n = developing age **Z = chronological age**

Machine Translated by Google

Observation questionnaire for adaptive behavior

Observation date:	student's name:
Examiner name:	the line:
the chapter:	School:

Support levels

involved in	wide range	limited	intermittent
Not participating Full support Physical help)hand by hand(Unable to perform	Medium share (Less than 50% of.) the time(Lots of support (daily and regular) May require induction And physical signals Molecular performance	Medium share (More than 50% of the time(Some support May require Verbal aids Inconsistent performance	Full post Support as needed skills Independence with consistent performance

Instructions: Mark ( ) if you notice the skill and add comments as appropriate:

Daily life skills/extent of independence

Stick to the schedule ☐	Preparing tools ☐	Personal care ☐	It transfers ☐
Choice ☐	self-defense ☐	Ask for help ☐	Use of substances ☐ Safely

Machine Translated by Google

Use Tools	Use the bathroom	Eating/drinking	Wearing skills Clothes/undressing

Estimate the level of support

mantra **wide range** **limited** **intermittent**

comments

Interactive social skills

Adheres to roles	He follows Instructions	He interacts with his peers	Appropriate playing skills
Requests	Shows appreciation	Shows interest in others	Collaborates with others
Takes initiative with adults/peers	Solve Problems	Expresses his opinion in social situations	Shows self-esteem

Estimated level of support

mantra **wide range** **limited** **intermittent**

comments

communication skills

Understands social cues	Uses gestures	Follows directions	takes the initiative/ He responds
Protest/refuse appropriately	He makes a comment	Expresses his feeling	Requests Help

Machine Translated by Google

Attracts the attention of peers/adults ☐	Uses assistive technology ☐	expresses his/her desires His needs ☐	He chooses ☐

Estimated level of support

mantra ☐ **wide range** ☐ **limited** ☐ **intermittent** ☐

comments

Academic skills

Retains concepts ☐	Able to listen ☐	Manages time ☐	Responds to the teacher ☐
Shows arithmetic skills ☐	Uses the evaluation result ☐	The table follows ☐	Applies skills ☐
Shows knowledge With sports skills ☐	Shows skills life ☐	deal with Money ☐	He shows his knowledge With science ☐
	Demonstrates basic writing skills ☐	Owns/ uses tools ☐	Demonstrates basic reading skills ☐

Estimated level of support

comments

Leisure spending skills

Participates in activities ☐	Follows rules Safety ☐	He commits to his role ☐	He knows his tricks ☐
Mastery of steps/directions due to increased participation ☐		He chooses his activities Favorites ☐	Initiates activities ☐

Estimated level of support

comments

Machine Translated by Google

Community participation

Chooses appropriate activities ☐ My community	Participates in school exercises ☐	Follows safety rules ☐
Has the knowledge to access ☐ community resources	He walks around the school building ☐	Shows skills ☐ Mobility

Estimated level of support

mantra ☐ **wide range** ☐ **limited** ☐ **intermittent** ☐

comments

Work and work-related skills

Completes tasks ☐	He initiates tasks ☐	Works well with others ☐	He accepts ☐ Directions
Realizes needs ☐ the support	Tables follow ☐	Demonstrates functional skills ☐ Sophisticated	He works alone ☐

Estimated level of support

mantra ☐ **wide range** ☐ **limited** ☐ **intermittent** ☐

comments

Additional comments

Machine Translated by Google

The age group is from 3 years to 3 years and 11 months

(Documentation takes place in a natural environment by a qualified professional)

the line :	School:	the age:	Date of birth:	requester:
.....	.....	.....	/..../.....	.....

Compare the **target** student (his name mentioned above) with his counterpart of the same age **(a student from Control group).** The student from the control group should have skills appropriate for approximately his age.

A. Write the letter **"N" (for "yes"), "L" (No) or "G" (Unknown) for each of** the behaviors of both students. Complete some Paragraphs through an interview with the caretaker/teacher.

Examples of paragraphs On which the letter "No" was marked for the target student	**Control group**	**requester Target**	**Field: Physical development (minor/major)**
			- Imitates circular/horizontal drawings
			- Builds 6 to 8 large pieces
			- He cuts a sheet of paper with scissors and does not come out The subject line range
			- He picks up a large ball with his arms
			- Throws the ball forward
			- He kicks a big ball
			- Stands briefly on one foot
			- He tries to use scissors, and may make some cuts
			- Holding crayons and sketch pens

Machine Translated by Google

Examples of paragraphs marked with the letter "no" for the target student	Control group	Target	Domain: Knowledge
			- Routinely counts from 1 to 10
			- Completes 3 out of 4 pieces of the puzzle
			- Remembers familiar things or events
			- Matches objects with pictures
			- Understands the empty concept "finished"
			- It is classified as one thing
			- Determines colors; Red, blue and yellow
			- Plays with toys with simple supports and buttons
Examples of paragraphs On which the letter "L" is marked for the student Target	**The group** The female officer	**Target**	**Field: Communication (receptive and expressive language)**
			- It begins with identifying the semi-sentence (on Chris(
			- It is a sentence whose length is from 3 to 4 your words
			- He sings songs
			- Tells a story or conveys an idea
			- He trains by talking to Himself
			And he answers - Asks a set of questions about her
			Actions, images and interactions - naming through stories
			- Knows names

Machine Translated by Google

Examples of paragraphs marked with the letter "no" for the target student	Officer	Target	Domain: Social/Emotional
			- Enjoys simple songs and games with others
			parents - Doing activities with
			- He listens to short stories
			- Imitates parents, family members, and familiar adults
			with - Plays pretend play alone or with others
			- Shows love - May show concern Upset friend
Examples of paragraphs marked with the letter "no" for the target student	Officer	Target	**Domain: Adaptive**
			- Prepares a learning task/listens to a story in a small group -
			Focuses on one significant task Smaller steps.
			- Use a table napkin as a reminder
			- He uses a pipette
			- He mentions his need to go to the toilet
			- He uses the toilet and tries to clean Himself
			- He tries to wear simple clothes

Date of the observation process(es). **Relationship with the child** **Signature of the observer**

....

Machine Translated by Google

(months) Months (59 months) 4-11 years Age group 4-years (48).

(Documentation in a natural environment by a qualified professional)

the line :	School:	the age:	Date of birth:	requester:
.....	.....	.....	/..../.....	.....

his counterpart of the same age (a student from the group Compare the target student (whose name is mentioned above) with

A. Write the letter Control group). The student from the control group should have age-appropriate skills approx.

"N" (for "yes"), "L" (No) or "GHM" (unknown) for each behavior of both students. Complete some paragraphs

Through an interview with the caregiver/teacher.

Examples of paragraphs marked with the letter "no" for the target student	Officer	Target	Domain: Physical development (micro/macro)
			- It goes up and down and may stick With the handrail
			- He picks up a small to medium sized ball with his hands
			- Cuts the paper into (two parts)
			Three parts of a person - Draws -
			Colors within the lines
			- Holding a spoon/fork
			Starts jumping, may be able to Jumping and running
			- Climbs low furniture
Examples of paragraphs marked with the letter "no" for the target student	**Officer**	**Target**	**Domain: Knowledge**
			- Completes an open-ended sentence

Machine Translated by Google

			- Solve a puzzle of 2 to 12 pieces
			Understands concepts like the elder Taller and equal - plays
			board games or board games Paper
			- He remembers parts of the story
			- It is classified as one thing
			- Determines colors; Red, blue and yellow
			- Plays with toys with simple supports and buttons
Examples of paragraphs marked with the letter "no" for the target student	**Officer**	**Target**	**Domain: Communication (receptive and expressive)**
			Recognizes the sign (ÿ), triangles, circles, and squares
			- Knows the next month and the following year (long time)
			- It is a sentence whose length is from 4 to 5 your words
			- Starts using compound sentences
			- Plays with complex sentences (replacing words and sounds) - Asks
			a group of questions And he answers it
			- He asks in the form of who and why
			- Recognizes colors and more objects By name

Machine Translated by Google

Examples of paragraphs marked with the letter "no" for the target student	Officer	Target	Domain: Social/emotional
			- He asks for help
			- He can prepare an interesting task for 10-15 minutes
			- University play begins
			Can generally cooperate for play purposes
			- Interacts with adults more Suitability
Examples of paragraphs marked with the letter "no" for the target student	**Officer**	**Target**	**Domain: Adaptive**
			He wears his socks
			- He puts on and takes off his clothes himself, except for his belts
			- He wears shoes correctly and may need help when tying them
			- He closes the zipper
			- Brush his teeth (may need verbal prompting)

Date of the observation process(es). **Relationship with the child** **Signature of the observer**

....

Machine Translated by Google

Months or more (age group 5-years) 60

(Documentation in a natural environment by a qualified professional)

Compare the target student (his name mentioned above) with his counterpart of the same age (student

The student from the control group should have appropriate skills. Mark the letter N (for yes), L (no), or G (unknown) for each behavior for approximately age

Both students. Some sections are completed through an interview with the carer/teacher.

Examples of paragraphs marked with the letter "no" for the target student	Officer	Target	Domain: Physical development (micro/macro)
			- He ties his shoes
			- Cut along the line
			- He can jump to get over something
			- He throws the ball very accurately
			- Stand on one foot for 10 seconds
			- He jumps, skips and runs
			- Swings and climbs well
Examples of paragraphs marked with the letter "no" for the target student	**Officer**	**Target**	**Domain: Knowledge**
			- Knows the names of most shapes
			- Knows the difference between day/night
			activities - Knows everyday things (money, food, using things)
			- Understands what the calendar is used for

Machine Translated by Google

Examples of paragraphs marked with the letter "no" for the target student	Officer	Target	Domain: Communication (receptive and expressive)
			- Identify objects according to their use
			- Knows the address and basic personal information
			- Knows the basic currencies
			- It is a sentence with a length of 5 to 6 your words
			- Knows common opposites (hot/ Bard)
			- uses tenses (past, present and future).
			- Asks for information
			- He recognizes right and left on his own
			- He shows interest in printed books.
			10- He counts 10 things
			11- He uses all types of sentences
Examples of paragraphs marked with the letter "no" for the target student	**Officer**	**Target**	**Domain: Social/emotional**
			Establishes relationships with his peers
			- He plays cooperatively with others
			-Has conversations with adults and family
			- To play a constructive role
			for him - He has wide emotional fluctuations (moves on From laughing to crying quickly)
			- He has a desire for self-independence
			- He exaggerates abilities and imaginative stories

Machine Translated by Google

Examples of paragraphs marked with the letter "no" for the target student	Officer	Target	Domain: Adaptive
			- Wash his face and dry it
			- cleans himself - uses a fork
			and spoon efficiently - ties his shoes - brushes/
			combs his hair - blows
			his nose - brushes his teeth
			without physical
			assistance

Date of the observation process(es). **Relationship with the child** **Signature of the observer**

....

Developmental delay assessment documentation form

the line :	School:	the age:	Date of birth:	requester:
.....	.....	.....	/..../.....	.....

- the definition		
the ☐	Yes ☐	The child is 3 years old (by the start of the IEP) Up to 9 years and 11 months. Delay affects one or more areas The five (physical, cognitive development, language, social/emotional, adaptive) Negatively affects the child's educational performance.
the ☐	Yes ☐	Initial eligibility was made before the child's seventh birthday.
the ☐	Yes ☐	Remote retardation is the most descriptive disability category of a person's strengths and weaknesses. The child

Machine Translated by Google

- Estimation procedures		
the ☐	Yes ☐	Physical development (large and small motor skills)
the ☐	Yes ☐	Cognitive development/intelligence
the ☐	Yes ☐	Language development (receptive and expressive language skills)
the ☐	Yes ☐	Social-emotional development
the ☐	Yes ☐	Adaptive growth
the ☐	Yes ☐	Standard scores on 2 out of 5 individually applied scales are Greater than or equal to 1.5 standard deviation (standard score = 78/77) below The average takes into account the standard error of the measurement.
the ☐	Yes ☐	OR The standard scores on 1 out of 5 individually administered scales are greater than or Equal to 2.0 standard deviation (standard score = 70 or less) below the mean with Taking into account the standard error of the measurement.
the ☐	Yes ☐	When the deficiency falls within 2 standard deviations below the mean, the existence of Another category of impairments is more descriptive of the child's learning style. Documenting
the ☐	Yes ☐	abnormal growth
the ☐	Yes ☐	Monitoring strengths and development needs
the ☐	Yes ☐	A qualified professional monitors documented delayed or abnormal growth in a natural environment
the ☐	Yes ☐	Interview with the child's parents to discuss the child's strengths and developmental needs Which were observed and confirmed
the ☐	Yes ☐	Review any existing data or recordings
the ☐	Yes ☐	Document (observations, evaluation, or both) how the remote delay significantly impacted Negative impact on educational performance
the ☐	Yes ☐	Complete the comprehensive assessment to determine the most appropriate eligibility for eligibility. Baseline or re-evaluation before the child's seventh birthday

Machine Translated by Google

the date _____/_____/ _____	Specialization	Signature of the evaluation team member .....
the date _____/_____/ _____	Specialization	Signature of the evaluation team member .....
the date _____/_____/ _____	Specialization	Signature of the evaluation team member .....
the date _____/_____/ _____	Specialization	Signature of the evaluation team member .....
the date _____/_____/ _____	Specialization	Signature of the evaluation team member .....
the date _____/_____/ _____	Specialization	Signature of the evaluation team member .....

Documenting the assessment of developmental delay

A descriptive record of the examinee's grade

Area……:School…… .....:	**~~The child's name .....:~~**
the ☐ ☐ The initial estimate and the child's age is 7 years or less: Yes	**the age.....:** **Date of birth / /**

Machine Translated by Google

Adaptive	Social/ emotional	the language	The cognitive	Physical	
					The tool used
					Application history
M ----- of the	M ----- of the	M ---- of the	M ----- of the	M ----- of the	Standard score
--- under Average	--- under Average	---under Average	--- under Average	--- under Average	Standard deviation
%.....	%.....	%.....	%.....	%.....	Percentage of delay

Document and evaluate how remote delays negatively impact educational performance in the classroom or school environment.

Learning:

Nomination: ....

....

Evaluation team members	**Evaluation team decision (tick one)**
(name/position)	
_____/_____	Meets the eligibility criteria for the developmental delay category ☐
_____/_____	Does not meet eligibility criteria for the developmental delay category ☐
_____/_____	Another disability category is suspected ☐

Machine Translated by Google

Psychometric properties of the developmental delay scale

The preparation and codification of the remote lag measure went through several stages, starting with reviewing the literature and measures to select Paragraphs, drafting them, analyzing paragraphs, and conducting exploratory studies to verify the suitability of the paragraphs for the community, then delete and add new paragraphs, then arrive at the semi-final form of the paragraphs, then apply On the basic sample, then the statistical analysis stage.

The stages of developing the standard began with examining the remote delay measures and tests available at the global level, and reviewing the literature and research that dealt with remote delay. Based on these reviews, the main areas that will be included in the current remote lag measure were identified. Then the sessions were discussed later This refers to the steps that will be taken in organizing the study and drawing the sample, and the general procedures and rules. Application. An explanation of the application of the scale was provided to the examiner.

Design of a developmental lag measure:

The five main areas were identified through the use of a number of standardized and non-standardized tests. Such as the remote profile, Third Edition – Profile Developmental, the remote assessment of individuals. People with severe difficulties Severe Disabilities with Individuals for Developmental Assessment, Children Young of Developmental Assessment, remote assessment For infants and children Second Edition–Assessment Developmental Toddler-Infant. And these tests Develops, directly or indirectly, evaluation and intervention procedures in the Education of Individuals with Disabilities Law ( )IDEA)

At the beginning of the review of the literature and previous measures of remote lag, we relied on some points: The mission. These points are:

1- The items on the developmental delay scale cover the five main areas.

Machine Translated by Google

2- The items should cover a wide age range (from 0 to 31 years) in order to help in evaluating children and adults who suffer from difficulties ranging from mild to severe difficulties, as well as in evaluating individuals.

Those who do not suffer from difficulties.

3- The test items should be written as precise behavioral vocabulary of actions that can be observed in a large sample.

Of the five main areas.

4- The test sections should be prepared in pictorial form to simplify the communication process with the examinees, especially when

Cultural or language differences prevent adequate communication.

5- We took into account that the test and report sections be in Arabic and English for ease of communication between those working in the field.

6- The content of the standards should help in setting the individual plan and developing the program. Some important points have been added to

obtain training goals from the examinees as part of the evaluation process.

7- The questions should be formulated in a simple way that does not require high degrees of verbal understanding and memory.

8- Simplifying the methods of administering and correcting the test, especially for individuals who do not have prior training in the methods.

Concerning interviewing the examiner to collect data. Through the computer program, the starting point of each

It is examined according to age, and the end point is determined according to the level of performance on the standards.

These considerations help provide detailed individual information that can be used in education and training activities, planning and monitoring

services and supporting programs to enhance the adaptive performance of individuals.

Preparing items for the developmental delay scale:

A set of items was identified after identifying the main areas that should be included in the remote lag scale. We relied mainly on a set of scales that we mentioned previously, which use...

Machine Translated by Google

It is widely used to diagnose remote retardation. After determining the nature and scope of the paragraphs. Paragraphs are selected covering each field and grouping them within the field. The goal in the beginning was to increase the number of paragraphs over the previous It is expected to be used in the final version of the test. This includes applying a survey sample and then analyzing Paragraphs and review them.

Base level and ceiling level:

The basal level and ceiling level were used to reduce the number of items applied to the subject.

According to its final level. The extent of the paragraphs that are applied to a particular individual is a function of cohesion or distance. paragraphs, in addition to the continued difficulty of the paragraphs. The paragraphs in all areas were arranged according to difficulty. These areas begin with the easiest paragraphs and end with the most difficult paragraphs. Each field included a number of items covering a wide range of difficulty, and the number of items in each field would fall outside the procedural range of a particular individual. The operational range refers to a group of successive paragraphs below which an individual has an opportunity to reach...

The individual does not have approximately 100% to obtain a score (1) in all items (base level) and above.

That is, an approximately 0% chance of obtaining a score higher than (0) in any item (ceiling level). Failure to apply items that are very easy for the individual or whose capabilities exceed the number of items that can be applied reduces the number of items that can be applied.

Because the extreme lag measure is a progressive measure where performance on it is linked to age, a base level and a ceiling level have been determined. The analyzes resulted in that the basic level is determined when the examinee obtains a full score in the first five items at the intake level, which is determined based on age, and in the event that the examinee does not obtain a full score In the first five paragraphs at the introductory level, we return to the paragraph that precedes the starting point. As for the ceiling level rule, it was specified in

In the case of obtaining (5 consecutive zeros). These circumstances enable the examiner to feel comfortable regarding

The individual's overall performance range ranges from a probability of success of approximately 100% to a probability of success of up to 100%. Approximately to (0%). Determining the base level and ceiling level depended on the performance of the rationing sample.

Machine Translated by Google

As about (90%) of the legalization sample exceeded the starting point at the age level, and about (90%)

with (You did not get any additional points after you got (5 zeroes in a row).) However, the examiner is faced

Sometimes it is a problem of false ceiling levels (a ceiling level that the individual exceeds in one or more paragraphs).

Survey sample:

After completing the review of previous literature and standards, workshops were held that included a group of

Psychologists, in order to discuss the items of the scale, its main areas, and the method of application and correction.

Through these workshops, many paragraphs were deleted and added, and after completing this stage,

Reaching the semi-final form of the scale.

After that, the exploratory sampling phase began, and in this phase the scale was applied to a number of children amounting to

approximately (323 children), with the aim of identifying problems and identifying the most appropriate ways to apply the scale. After

this stage, another workshop was held to discuss with the psychologists the difficulties they faced. During the application, the most

appropriate ways to overcome these difficulties. That application on the basic legalization sample. Then comes the data analysis

stage. The theory was used in analyzing the data.

Single response.

Machine Translated by Google

The study sample:

The total number of the study sample was about 3122 individuals distributed over several geographical regions, and the following table

It shows the distribution of sample members according to gender and geographical regions.

Table (1) shows the distribution of sample members according to gender and geographical regions

Total	the number		Cities
	Females	Males	
1025	524	501	Great Cairo
430	213	254	Lower Egypt Total
61ÿ	365	354	
2213	1002	ÿ72	

(d) males (w) females

The remote delay scale was applied to those taking care of the child, whether the father, mother, or caregivers for the child. It was taken into account that the study sample should be of different economic, social, educational and professional levels.

Table (2) shows the percentage distribution of educational level of parents of individuals in the legalization sample

Unbuilt	University	Above average	medium	preparatory	primary	Reads and writes	My mom
4.2	25.3	5.3	30.6	10.4	8.7	11.2	4.3

Table (3) shows the distribution of sample members according to age variables.

the number	the age	the number	the age	the number	the age
45	27 – 2ÿ	60	11	172	11-0
47	30 – 34	62	12	115	1
47	35 – 3ÿ	50	13	113	2
44	40 – 44	40	14	111	3
40	45 – 4ÿ	43	15	117	4
43	50 – 54	42	16	105	5
45	55 – 5ÿ	40	17	117	6

Machine Translated by Google

44	60 – 64	41	18 – 1ÿ	102	7
4ÿ	65 – 6ÿ	42	20 – 21	103	8
35	70 Fam above	43	22 – 23	107	ÿ
		45	24 – 26	104	10
2213					Total

Psychometric properties:

Evaluating the validity of the paragraphs:

This is done by knowing the extent of the impact on the mean, variance and corrected correlation coefficient “Cronbach’s alpha” after deleting each item of each scale. And coefficients

1- The physical field:

The physical domain consists of 40 items, and the following table shows the mean, variance, corrected correlation coefficient, and “alpha” coefficient after deleting the item score.

Table (4) shows the mean, variance, corrected correlation coefficient, and “alpha” coefficient after deleting the item score

Alpha coefficient	Corrected correlation coefficient	variance	Average	Paragraphs
.ÿ32	.506	431.35ÿ	110.73	1
.ÿ32	.513	431.ÿ42	110.73	2
.ÿ32	.511	431.33ÿ	110.73	3
.ÿ32	.510	431.363	110.73	4
.ÿ32	.532	428.678	110.77	5
.ÿ32	.530	428.716	110.77	6
.ÿ32	.532	42ÿ.084	110.77	7
.ÿ32	.532	42ÿ.282	110.77	8
.ÿ32	.534	42ÿ.431	110.76	ÿ
.ÿ32	.534	42ÿ.015	110.77	10
.ÿ24	.908	372.020	112.72	11
.ÿ25	.876	376.287	112.68	12
.ÿ25	.873	376.2ÿ6	112.68	13
.ÿ25	.876	371.673	112.77	14
.ÿ26	.865	371.132	112.80	15
.ÿ25	.878	371.664	112.77	16

Machine Translated by Google

.ÿ25	.865	374.820	112.73	17
.ÿ33	.443	434.ÿ57	114.ÿ3	18
.ÿ32	.536	431.5ÿÿ	114.ÿ8	1ÿ
.ÿ36	.176	436.848	115.74	20
.ÿ34	.348	42ÿ.748	115.82	21
.ÿ34	.265	438.308	115.11	22
.ÿ33	.42ÿ	423.662	116.14	23
.ÿ31	.530	418.63ÿ	115.74	24
.ÿ37	.388	424.648	115.62	25
.ÿ64	.567	51ÿ.667	ÿ7.04	26
.ÿ64	.567	51ÿ.667	ÿ7.04	27
.ÿ64	.55ÿ	51ÿ.166	ÿ7.05	28
.ÿ64	.567	51ÿ.667	ÿ7.04	2ÿ
.ÿ64	.562	51ÿ.075	ÿ7.05	30
.ÿ64	.562	51ÿ.075	ÿ7.05	31
.ÿ5ÿ	.ÿ48	462.151	ÿ8.11	32
.ÿ58	.ÿ6ÿ	457.363	ÿ8.15	33
.ÿ5ÿ	.ÿ46	462.473	ÿ8.11	34
.ÿ5ÿ	.ÿ43	458.817	ÿ8.15	35
.ÿ5ÿ	.ÿ44	462.1ÿ7	ÿ8.12	36
.ÿ5ÿ	.ÿ50	456.34ÿ	ÿ8.1ÿ	37
.ÿ5ÿ	.ÿ58	451.82ÿ	ÿ8.24	38
.ÿ5ÿ	.ÿ5ÿ	451.054	ÿ8.25	3ÿ
.ÿ5ÿ	.ÿ4ÿ	450.041	ÿ8.27	40

Examination of the scores in the previous table shows that there is no significant effect on the alpha coefficient after deleting any word from the physical domain. Although the “alpha” coefficient is not affected, we notice an effect on the corrected correlation factor in paragraph (20)

-2 The field of communication:

The communication field consists of (40) items, and the following table shows the mean, variance, corrected correlation coefficient, and “alpha” coefficient.

Table (5) shows the mean, variance, corrected correlation coefficient, and alpha coefficient

Machine Translated by Google

Alpha coefficient	Corrected correlation coefficient	variance	Average	Paragraphs
.ÿ65	.285	158.133	8ÿ.48	1
.ÿ64	.285	158.133	8ÿ.48	2
.ÿ64	.285	158.133	8ÿ.48	3
.ÿ64	.285	158.133	8ÿ.48	4
.ÿ62	.285	158.133	8ÿ.48	5
.ÿ62	.265	157.ÿ41	8ÿ.4ÿ	6
.ÿ61	.ÿ15	121.161	90.54	7
.ÿ60	.909	121.563	90.54	8
.ÿ5ÿ	.8ÿ7	11ÿ.188	90.61	ÿ
.ÿ5ÿ	.901	118.006	90.63	10
.ÿ60	.908	11ÿ.817	90.58	11
.ÿ5ÿ	.617	152.260	ÿ3.65	12
.ÿ5ÿ	.554	152.740	ÿ3.63	13
.ÿ60	.081	155.406	ÿ3.61	14
.ÿ5ÿ	.264	158.387	ÿ3.54	15
.ÿ5ÿ	.321	156.777	ÿ3.5ÿ	16
.ÿ60	.3ÿ1	150.4ÿ1	ÿ4.09	17
.ÿ60	.437	14ÿ.753	ÿ4.20	18
.ÿ60	.442	14ÿ.ÿ58	ÿ4.01	1ÿ
.ÿ5ÿ	.447	151.028	ÿ3.87	20
.ÿ62	.290	150.1ÿ1	ÿ5.08	21
.ÿ50	.2ÿ8	476.5ÿ7	90.85	22
.ÿ50	.305	477.364	90.84	23
.ÿ50	.307	477.441	90.84	24
.ÿ50	.307	477.441	90.84	25
.ÿ50	.303	477.3ÿ6	90.84	26
.ÿ41	.ÿ 67	404.021	ÿ2.40	27
.ÿ41	.ÿ64	405.013	ÿ2.3ÿ	28
.ÿ41	.ÿ60	405.254	ÿ2.3ÿ	2ÿ
.ÿ41	.ÿ5ÿ	404.317	ÿ2.41	30
.ÿ41	.ÿ48	402.ÿ85	ÿ2.44	31
.ÿ41	.ÿ60	402.735	ÿ2.43	32

Machine Translated by Google

.ÿ41	.ÿ61	404.145	ÿ2.41	33
.ÿ41	.ÿ61	404.030	ÿ2.41	34
.ÿ42	.ÿ48	3ÿ8.437	ÿ2.52	35
.ÿ4ÿ	.478	473.168	ÿ4.ÿÿ	36
.ÿ46	.714	454.643	ÿ5.32	37
.ÿ4ÿ	.437	462.523	ÿ5.62	38
.ÿ50	.261	477.034	ÿ5.17	3ÿ
.ÿ50	.362	466.1ÿ2	ÿ5.ÿ1	40

Examining the scores in the previous table shows that there is no significant effect on the “alpha” coefficient after deleting any word from the communication field.

3- Cognitive field:

The cognitive domain consists of (40 items), and the following table shows the mean, variance, corrected correlation coefficient, and “alpha” coefficient.

Table (6) shows the mean, variance, corrected correlation coefficient, and alpha coefficient.

Alpha coefficient	Corrected correlation coefficient	variance	Average	Paragraphs
.ÿ7ÿ	.545	15ÿ.182	75.43	1
.ÿ7ÿ	.547	15ÿ.383	75.43	2
.ÿ78	.54ÿ	15ÿ.4ÿÿ	75.43	3
.ÿ78	.54ÿ	15ÿ.031	75.43	4
.ÿ77	.886	131.837	76.20	5
.ÿ77	.87ÿ	132.706	76.1ÿ	6
.ÿ77	.873	130.865	76.23	7
.ÿ77	.877	132.206	76.20	8
.ÿ76	.868	132.217	76.21	ÿ
.ÿ77	.522	162.372	7ÿ.46	10
.ÿ77	.4ÿÿ	164.906	7ÿ.3ÿ	11
.ÿ77	.322	165.040	7ÿ.53	12
.ÿ77	.325	164.310	7ÿ.57	13
.ÿ77	.286	165.110	7ÿ.65	14
.ÿ77	.3ÿ3	162.6ÿ1	7ÿ.56	15
.ÿ78	.317	163.127	7ÿ.ÿ3	16

Machine Translated by Google

.ÿ7ÿ	.263	160.32ÿ	80.57	17
.ÿ7ÿ	.356	158.803	80.27	18
.ÿ7ÿ	.365	157.455	80.50	1ÿ

.ÿ68	.564	338.41ÿ	21.26	20
.ÿ66	.717	326.653	21.58	21
.ÿ65	.766	324.173	21.65	22
.ÿ65	.790	321.670	21.76	23
.ÿ64	.862	315.884	22.07	24
.ÿ64	.860	316.341	22.00	25
.ÿ64	.845	317.601	21.ÿ4	26
.ÿ64	.872	316.146	22.21	27
.ÿ64	.850	317.ÿ71	22.4ÿ	28
.ÿ64	.853	318.07ÿ	22.58	2ÿ
.ÿ64	.834	320.2ÿ2	22.68	30
.ÿ66	.71ÿ	330.380	23.06	31
.ÿ65	.804	323.770	22.81	32
.ÿ67	.656	337.444	23.23	33
.ÿ67	.5ÿ5	341.013	23.32	34
.ÿ65	.801	324.209	22.88	35
.ÿ67	.637	337.ÿ31	23.25	36
.ÿ65	.772	327.534	22.ÿÿ	37
.ÿ66	.709	333.544	23.14	38
.ÿ65	.772	327.534	22.ÿÿ	37
.ÿ66	.709	333.544	23.14	38

Examination of the scores in the previous table shows that there is no significant effect on the “alpha” coefficient after deleting any vocabulary from the cognitive domain, nor on the corrected correlation coefficient.

4- Adaptive field

The adaptive domain consists of (40 items), and the following table shows the mean, variance, corrected correlation coefficient, and “alpha” coefficient.

Table (7) shows the mean, variance, corrected correlation coefficient, and alpha coefficient

Machine Translated by Google

Alpha coefficient	Corrected correlation coefficient	variance	Average	Paragraphs
.ÿ65	.476	13ÿ.056	62.42	1
.ÿ63	.468	138.45ÿ	62.43	2
.ÿ64	.476	13ÿ.056	62.42	3
.ÿ63	.473	138.836	62.42	4
.ÿ61	.878	108.143	63.64	5
.ÿ60	.881	108.006	63.64	6
.ÿ60	.871	108.354	63.64	7
.ÿ5ÿ	.881	106.065	63.6ÿ	8
.ÿ5ÿ	.601	137.551	66.52	ÿ
.ÿ5ÿ	.565	140.073	66.50	10
.ÿ5ÿ	.416	137.423	66.82	11
.ÿ60	.3ÿ1	140.165	66.72	12
.ÿ60	.3ÿ8	13ÿ.609	66.66	13
.ÿ60	.509	135.277	66.78	14
.ÿ61	.531	12ÿ.833	67.48	15
.ÿ64	.425	132.5ÿ6	67.90	16
.ÿ65	.381	141.165	65.72	17
.ÿ55	.655	236.123	25.38	18
.ÿ56	.636	238.ÿ37	25.31	1ÿ
.ÿ54	.737	230.853	25.53	20
.ÿ54	.718	230.ÿ16	25.63	21
.ÿ54	.701	232.ÿ27	25.52	22
.ÿ53	.770	227.380	25.6ÿ	23
.ÿ52	.818	224.007	25.ÿ1	24
.ÿ53	.805	224.768	26.3ÿ	25
.ÿ52	.833	220.ÿ82	26.35	26
.ÿ52	.837	222.223	26.45	27
.ÿ52	.828	221.682	26.46	28
.ÿ53	.778	222.385	26.83	2ÿ
.ÿ53	.77ÿ	223.6ÿ8	26.76	30
.ÿ56	.634	231.628	27.16	31
.ÿ53	.78ÿ	221.385	26.64	32
.ÿ56	.603	234.575	27.30	33

Machine Translated by Google

.ÿ57	.538	238.716	27.41	34
.ÿ21	.450	174.276	78.03	35
.ÿ20	.512	175.322	77.ÿ4	36
.ÿ18	.642	171.654	78.02	37
.ÿ15	.705	160.ÿ81	78.53	38
.ÿ15	.6ÿ5	162.290	78.42	3ÿ
.ÿ18	.642	171.654	78.02	40

The previous table shows that there is no significant effect on the “alpha” coefficient after deleting any word from the adaptive field, nor on the corrected correlation coefficient.

- 15 social and non-profit fields:

The social-emotional domain consists of (40 items), and the following table shows the mean, variance, corrected correlation coefficient, and “alpha” coefficient.

Table (8) shows the mean, variance, corrected correlation coefficient, and “alpha” coefficient

Alpha coefficient	Corrected correlation coefficient	variance	Average	Paragraphs
.ÿ36	.638	3ÿ8.6ÿ3	117.3ÿ	1
.ÿ36	.63ÿ	3ÿ8.807	117.3ÿ	2
.ÿ36	.637	3ÿ8.586	117.40	3
.ÿ36	.62ÿ	3ÿ7.57ÿ	117.41	4
.ÿ36	.637	3ÿ8.417	117.40	5
.ÿ36	.640	3ÿ8.48ÿ	117.40	6
.ÿ36	.63ÿ	3ÿ8.267	117.40	7
.ÿ36	.640	3ÿ8.374	117.40	8
.ÿ36	.637	3ÿ8.094	117.40	ÿ
.ÿ32	.857	353.241	118.75	10
.ÿ32	.870	352.168	118.75	11
.ÿ32	.842	350.8ÿ4	118.81	12
.ÿ32	.846	348.ÿ56	118.85	13
.ÿ33	.847	345.624	118.ÿ2	14
.ÿ32	.844	352.33ÿ	118.7ÿ	15
.ÿ37	.508	407.188	121.44	16
.ÿ37	.5ÿ7	406.644	121.47	17
.ÿ38	.432	403.6ÿ6	121.ÿÿ	ÿÿ

Machine Translated by Google

.ÿ38	.354	412.3ÿ2	121.45	ÿÿ
.ÿ3ÿ	.303	412.31ÿ	121.54	ÿÿ
.ÿ3ÿ	.310	412.040	121.58	ÿÿ
.ÿ38	.404	405.622	121.82	22
.ÿ38	.441	407.25ÿ	121.61	23
.ÿ38	.447	406.862	121.57	24
.ÿ38	.330	411.71ÿ	121.55	25
.ÿ37	.466	402.251	121.88	26
.ÿ37	.514	400.8ÿ3	121.86	27

.ÿ62	.417	264.709	73.27	28
.ÿ62	.433	264.314	73.27	2ÿ
.ÿ60	.430	264.205	73.27	30
.ÿ60	.426	263.368	73.28	31
.ÿ5ÿ	.85ÿ	221.222	74.78	32
.ÿ5ÿ	.85ÿ	221.172	74.78	33
.ÿ58	.840	218.236	74.88	34
.ÿ58	.853	21ÿ.ÿ43	74.82	35
.ÿ5ÿ	.835	214.875	74.ÿ8	36
.ÿ58	.524	266.347	77.35	37
.ÿ58	.581	261.741	77.48	38
.ÿ5ÿ	.371	265.884	77.63	3ÿ
.ÿ58	.431	265.ÿ22	77.55	40

The previous table shows that there is no significant effect on the “alpha” coefficient after deleting any word from the social-emotional domain, nor on the corrected correlation coefficient.

Analyzes using item response theory

The Rasch model, also called the one-parameter model of single response theory, was used.

[1«] To analyze the main paragraphs. The Rasch model is considered a logistic and single-parameter test model.

It is used to analyze response data to the item. As used in the context of the following discussion, ability means the underlying characteristic that the test measures (for example, social interaction). Difficulty means converting the Rasch scale to the proportion of individuals who answer the items correctly in the gradient sample. The gradient sample is interpreted as the relative ease or difficulty of the paragraphs. Testing.

1 - model test logistic parameter –single

Machine Translated by Google

The Rasch model can be best used if the data meet the following three basic conditions. The first condition: The set of test items must be uni-dimensional “measurement” (meaning that all test items measure the same latent ability). The second condition: It is the positional independence “independence of measurement”, which means achieving K is that an individual’s performance on the items of a particular test is not affected by his performance on the items The third condition is that the test items have similar discrimination properties. This means that if the plotted curves display the probability of a correct response for each item in the ability range that the test measures, The curves obtained for the vertebra's properties will be similar except for the displacement on the power scale.

When a bank of items is identified that satisfies all three conditions reasonably well, there are thus two benefits to the test scorer. The first benefit: It frees the test grading from the distribution of the sample used (meaning that the difficulty levels specified for the items are independent of the level and distribution of the ability of the individual in the sample that was chosen for grading the items).

The second benefit: it frees the measurement from all the used items. When a bank is acquired, any subset of the items from the bank may be used to construct the item test that fits the model, and the ability that such a test measures will be expressed on the same scale as the The weight of the paragraph bank is on it. In addition to other benefits, this last feature greatly facilitates the task of constructing equivalent tests.

An important result of analyzing a set of item response data using the Rasch model is that item difficulty and an individual's ability may be represented on a known, standardized scale. The scale used in Figure (8), which is the “W” scale, is a special transformation of the logistic and logarithmic “Rasch” scale. It has an equation for converting the “Rasch” values for difficulty and ability, which are directly related to the Rasch scale. “Waw” will be used as a measure of delay The dimension is a multiplicative constant (numbers are multiplied) and is estimated at (9.1024) and an additional constant Y

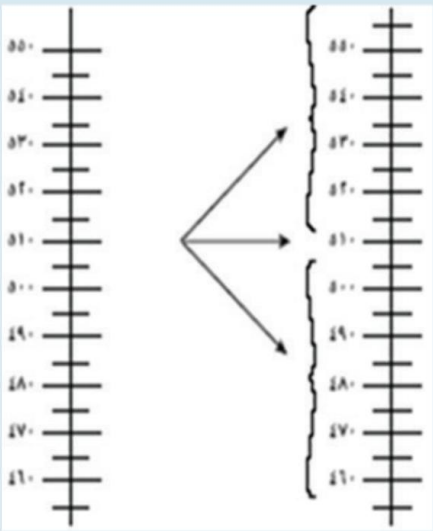
Estimated by: (500 F = 9.1024* logistic/logarithmic (500+))

This Rasch transformation has special appropriate probability values associated with specific points on the scale.

As shown in Figure (8), if test items are presented to a person and the difficulty of these items is equivalent to his level of ability, the individual has a chance of success of up to 50%. If a paragraph is presented to an individual and this paragraph is If the difficulty scale is less than the individual's ability, the probability of success It is greater than 50%. On the other hand, if the item is higher than the individual’s ability on the difficulty scale, then the probability of success will be less than 50%. Table (10) mentions the probabilities of success associated with the differences specified in The person’s ability and the difficulty of the paragraph.

Machine Translated by Google

Figure (9) shows the relationship between an individual's ability and the difficulty of the task on the "W" scale.

		Ability	Difficulty	
High capacity				The most difficult paragraphs for this The individual has the opportunity to succeed Less than 50%
	Individual ability			Paragraphs of moderate difficulty For this individual (an opportunity arrives (Success 50%
capacity Low				Paragraphs of moderate difficulty For this individual (an opportunity arrives (Success 50%

The "W" scale is considered an equivalent categorical scale, as any difference between the two scores has the same potential explanation as the difference at any level and in any domain measured by the Rasch scale test. This is true even when...

A change in a person's ability to engage in welding at the pre-school level or in an adult's mastery of timing and punctuality skills on the other hand. For example: If the abilities of both people change from a 50% success level in a group of items to a 75% success level in the same group of items or in parallel items, both people will show a rate of increase of up to 1. 0 points in their ability on the "F" scale. . On the contrary, we find that the difference scores on most of the scales used in education, rehabilitation, and psychology do not have the property of parity or equality, even though they are treated as if they were interval and category scales. An equal state.

Table (10) The probability of success determined for the difference between ability and difficulty on the "F" scale.

Likelihood of success	Ability minus difficulty	Likelihood of success	Ability minus difficulty
.500	50	.ÿÿ6	50
.366	45	.ÿÿ3	45
.250	40	.ÿ88	40
.161	5	.ÿ7ÿ	35
.100	30	.ÿ64	30
.060	25	.ÿ40	25
.036	20	.900	20

Machine Translated by Google

.021	15	.83ÿ	15
.012	10	.750	10
.007	5	.634	5
.004	°	.500	°

For example: Both the change in reading ability from the first to the second grade of secondary school and the change from the second to the third grade of primary school are represented on the grade equivalent scale by the change in its duration over M – One in the grade. We know intuitively that the development of students' reading ability from the first grade to the second grade of secondary school does not represent a significant change in proficiency. Using equal interval scores on the "W" scale, the change in reading ability from the second to the third grade of primary school reaches 24 degrees and is estimated at 1/12, while the change from the first to the third grade reaches 24 degrees and is estimated at 1/12. For the second grade of secondary school to only two points (Woodcock, 1978) .

Analysis using single response theory for the basic sample:

After determining the validity of the items according to the classical theory, we moved to the analyzes of the single response theory to grade the scale items and delete the inappropriate individuals and inappropriate vocabulary. During the analysis process, it was verified that:

1- Provides a unidimensional condition in the developmental delay scale:

One of the most important considerations that must be met in order to use the Rasch model is unidimensionality. Unidimensionality means that all items of the scale measure one variable. Unidimensionality was verified through the use of analysis. General information about the basic components of the remainder.

Table (11) displays the results of the principal components analysis of the residuals

Percentage of variance in responses		The magnitude of the observed variance is estimated	variance	
Observed variance	Typical variance	In units of values characteristic of the individual		
%100	%100	1410.5	The total variance in the responses The	
%77	%77.2	1088.5	variance explained by the Rasch model estimates (general factor) The total	
%22.5	%22.8	322	unexplained variance in the responses Explained by the	
-	%6	ÿ	first factor Explained by the	variance
-	%6	8.2	second factor Explained by	
-	%5	7.2	the third factor	

Machine Translated by Google

- The previous table shows that the percentage of variance explained by the estimates of the model used reached 77.2%.

Which represents the general factor of the standards, which 322 items are satisfied with.

- The percentage of variance that the model estimates could not explain (total unexplained variance in responses) was 22.8%.

The table also shows that the first factor is the largest of the factors present in the residuals, as the size decreases.

ÿÿÿÿThe variation is gradual

Grading of the paragraphs of Amlikyas:

ÿ

The paragraphs are graded according to the degree of difficulty of the item, and through this the base level and ceiling level are also determined. The accuracy of the classification is helped by excluding inappropriate individuals and inappropriate paragraphs, and deleting full and zero data.

Excluding unsuitable individuals:

Individuals whose suitability statistics values were more or less than (±2) were excluded, and this indicates that these individuals are not honest in their responses to the scale's items. This step resulted in deleting (87 individuals.

Eliminate inappropriate vocabulary:

This step aims to exclude vocabulary that is not appropriate for the model, and that may contain defects that may make it unusable. Vocabularies whose suitability statistics values were more or less than (±2) were excluded.

This indicates the presence of defects in its wording or its inconsistency with the rest of the scale's vocabulary. This step resulted in the deletion of one item from the scale.

Overview of standard scores:

The normative statements were collected to measure the delay from the delay from) 2213 (a paradise of different regions. There is a density for individuals in the pre -enhance, in addition to the need for the stations of the two statements, during this stage of the growth.

This sample includes individuals whose ages range from 1 month to 12 years, and the variables were taken into account

The following in the sampling plan:

1. Gender: male/female

2. Parents' educational level: illiterate, reads and writes, primary, preparatory, secondary, university, post-university.

Machine Translated by Google

3. Nature of the community: an urban community, a community on the outskirts of an urban area, a community outside the urban area, or a rural community.

Statistics for sampling:

The aim of the sampling method was to achieve cross-sectional representation of the sample in terms of type, function and geographical area. The distribution of individuals was controlled according to geographical region. In addition, these distributions were determined independently at three age levels (infancy stage ranges from 0 to 2 years, early childhood ranges from approximately 3 to 4 years, and childhood stage ranges from 5 to For 12 years, individuals in the community were randomly selected. To control for community, and distributions of type and region, however, these variables were monitored as distributions taken from the local when necessary, the random samples were selectively increased to provide the necessary numbers of individuals.

Calculating standards:

Age equivalent tables were obtained as follows:

1. The sample was divided into 38 age groups.
2. Weighted scores were determined for each group.
3. Age equivalents were determined according to the average of the age group.

Stability coefficients: test stability:

Three types of reliability were used to verify the stability of the remote lag measure, which are: coefficient alpha, split-half, and re-application of the test.

A-Cronbach's alpha coefficient:

Table (12) shows the reliability coefficients using the "Cronbach's Alpha" coefficient.

winstep stability coefficient	Cronbach's alpha coefficient	
.ÿÿ	.ÿÿ7	Dimension: Total
.ÿÿ	.ÿÿ1	score: Physical
.ÿÿ	.ÿÿ5	domain,
.ÿ8	.ÿ81	Communication
.ÿ6	.ÿ75	domain, Cognitive
.ÿ4	.ÿ42	domain, Adaptive domain, Social-Emotional domain

Machine Translated by Google

The previous table shows the reliability coefficients using the Cronbach's alpha coefficient, and it ranged between (942. To 997. (The Weinstep stability coefficient ranges between (94.97)

B-Half division:

Table (13) shows the reliability coefficient using the split-half method

Correlation coefficient Jataman	Correlation coefficient Spearman and Brown	The connection between Half me	Cronbach's alpha		Scale
			C-1	C-2	
.660	.740	.587	.ÿ35	.ÿ36	Total marks
.833	.881	.787	.ÿ25	.ÿ71	The physical domain
.788	.842	.727	.ÿ17	.ÿ71	Communication field
.770	.7ÿÿ	.666	.ÿ45	.ÿ57	The cognitive
.8ÿ4	.903	.823	.ÿ71	.ÿ67	domain, the adaptive
.786	.809	.67ÿ	.ÿ67	.ÿ52	domain, and the social-emotional domain

All The values in the previous table indicate the presence of high reliability coefficients, which indicates that the vocabulary included in the list is internally consistent.

D- Reapplication:

The remote lag scale was administered to the same subjects over a time period of 5 weeks. The sample duration ranged from 6 to 9 years, and the following table (14) displays the test-retest correlation coefficients for this sample.

Correlation coefficient	The dimension	Correlation coefficient	The dimension
.901	The cognitive	.ÿ60	Total marks
.835	domain, the adaptive	.ÿ71	The physical realm is the
.883	domain, and the social-emotional domain	.ÿ71	realm of communication

Validity of the test:

ÿÿÿThe main goal of applying the test is to obtain information that is useful in making decisions. Where he prevailed What test data contributes to decisions that have long-term consequences for the individual and the importance of the validity of that data cannot be underestimated.

In the next section, we present data on the validity of the remote lag measure. This part begins by discussing the basic concepts associated with three types of validity (construct validity, general validity, and content validity).

Machine Translated by Google

Construct validity:

The construct validity of a test indicates the extent to which the test measures a theoretical construct or trait. It is related to the extent to which it is possible to identify the skills included in the test and to what extent these skills reflect the theoretical model on which the test is based.

Three steps to display this type of honesty: We have used a procedure we identified the configurations that were supposed to provide an explanation of the test performance. **First,**

A: We developed hypotheses based on specific constructs. **second**

Third: We verified the validity of the hypotheses using logical and experimental methods as follows:

1. Studying the differences in averages between different scores on the remote lag scale because performance on them is closely related to age.

2. Studying the differences in performance between children who suffer from difficulties and children who do not suffer from difficulties on the remote delay scale.

3. Study the correlation between each paragraph of the domain and the overall score for the domain.

First: Study the differences in averages between different ages

The following table (15) shows the averages and standard deviations for the price subtests (5 years, 6 years Years - 7 years) arranged according to age, respectively.

The third group		The second group		The first group		Dimensions
A	M	A	M	A	M	
8.342	52.2ÿ	8.855	50.ÿ2	ÿ.74ÿ	48.55	Total marks
8.802	37.05	ÿ.833	34.44	8.ÿ25	31.76	The physical domain
11.4ÿ3	31.ÿ7	8.033	2ÿ.41	6.433	24.74	Communication field
11.138	33.000	ÿ.780	2ÿ.676	11.146	26.7ÿ7	The cognitive domain,
8.238	14.ÿ82	7.764	12.661	4.ÿ10	8.17ÿ5	the adaptive domain,
6.255	15.356	6.1044	12.456	5.804	8.8717	the domain Social Emotional

The table shows an increase in all sub-tests according to age

Machine Translated by Google

Second: Studying the differences in performance between children who suffer from difficulties (the experimental group) and children who do not suffer from difficulties (the control group) on the remote delay scale.

Table (16) shows the averages and T-value for the developmental delay measure

Significance	T value	A	M	N	Testing	Tests
Dal	5.8678	21.4227	54.447	38	Experimental group	Total marks
		25.38ÿ5	68.142	42	Control group	The physical domain
Dal	5.0043	32.315	18.883	38	Experimental group	Communication field
		57.190	25.07	42	Control group	Cognitive field
Dal	4.0064	14.ÿ75	21.81	38	Experimental group	Adaptive field
		20.0487	48.268	42	Control group	Field Social Emotional

Third: Studying internal consistency, that is, the correlation between each subtest item and the subtest's total score.

The physical domain

Table (17) shows the correlation coefficient between each item and the total score

Correlation to degree the college	Single	Correlation with the overall score	Single	Correlation with the overall score	Single
.804	31	.714	16	.321	1
.810	32	.78ÿ	17	.410	2
.673	33	.811	18	.386	3
.672	34	.81ÿ	1ÿ	.556	4
.751	35	.825	20	.5ÿ4	5
.657	36	.814	21	.613	6
.482	37	.850	22	.631	7

Machine Translated by Google

.831	38	.845	23	.622	8
.904	3ÿ	.882	24	.328	ÿ
.862	40	.ÿ16	25	.354	10
		.ÿ13	26	.4ÿ6	11
		.ÿ2ÿ	27	.608	12
		.ÿ3ÿ	28	.703	13
		.ÿ34	2ÿ	.715	14
		.ÿ1ÿ	30	.8ÿ7	15

It is noted from the previous table that the correlation of the items with the total score ranged between (0.328 - 0.939)

Language field

Table (18) shows the correlation coefficient between each item and the total score.

Correlation to degree the college	Single	Correlation with the overall score	Single	Correlation with the overall score	Single
.833	33	.888	17	.323	1
.828	34	.873	18	.332	2
.84ÿ	35	.854	1ÿ	.445	3
.870	36	.ÿ14	20	.410	4
.688	37	.ÿ13	21	.611	5
.816	38	.834	22	.625	6
.71ÿ	3ÿ	.909	23	.750	7
.700	40	.903	24	.804	8
		.84ÿ	25	.324	ÿ
		.858	26	.446	10
		.880	27	.540	11
		.882	28	.702	12
		.86ÿ	2ÿ	.7ÿ1	13
		.858	30	.785	14
		.804	31	.823	15
		.754	32	.854	16

It is noted from the previous table that the correlation of the items with the total score ranged between (0.324 - 0.880)

Machine Translated by Google

Cognitive field

Table (19) shows the correlation coefficient between each item and the total score.

Correlation to degree the college	Single	Correlation with the overall score	Single
.ÿ34	21	.686	1
.ÿ27	22	.706	2
.906	23	.7ÿÿ	3
.904	24	.7ÿ1	4
.888	25	.ÿ17	5
.84ÿ	26	.ÿ34	6
.647	27	.ÿ23	7
.74ÿ		.ÿ36	8
.715		.ÿ37	ÿ
		.ÿ24	10
.855	28	.603	11
.748	2ÿ	.750	12
.827	30	.7ÿ4	13
.685	31	.816	14
.626	32	.881	15
.824	33	.87ÿ	16
.667	34	.865	17
.834	35	.88ÿ	18
.862	36	.870	1ÿ
.87ÿ	37	.873	20
.834	38		
.853	3ÿ		
.6ÿ1	40		

It is noted from the previous table that the correlation of the items with the total score ranges between (0.603 - 0.889)

Adaptive field:

Table (20) shows the correlation coefficient between each item and the total score.

Machine Translated by Google

Correlation to degree the college	Single	Correlation with the overall score	Single	Correlation with the overall score	Single
.809	28	.775	15	.355	1
.857	2ÿ	.852	16	.3ÿ8	2
.817	30	.888	17	.356	3
.715	31	.8ÿ5	18	.5ÿ1	4
.756	32	.8ÿ2	1ÿ	.682	5
.4ÿ1	33	.87ÿ	20	.73ÿ	6
.674	34	.8ÿ4	21	.72ÿ	7
.615	35	.853	22	.682	8
.700	36	.4ÿ1	23		ÿ
.841	37	.674	24		10
.886	38	.615	25	.745	11
.886	3ÿ	.700	26	.882	12
.ÿ11	40	.841	27	.888	13
				.805	14
				.812	

The social-emotional field:

Table (21) shows the correlation coefficient between each item and the total score

Correlation to degree the college	Single	Correlation with the overall score	24 Single	Correlation with the overall score	Single
.906	2ÿ	.733	15	.254	1
.887	30	.854	16	.31ÿ	2
.874	31	.855	17	.355	3
.846	32	.885	18	.5ÿ6	4
.888	33	.8ÿ1	1ÿ	.435	5
.882	34	.885	20	.457	6
.888	35	.873	21	.615	7
.840	36	.902	22	.571	8
.846	37	.809	23	.635	ÿ

Machine Translated by Google

.784	38	.7ÿ4	24	.3ÿÿ	10
.832	3ÿ	.833	25	.382	11
.687	40	.832	26	.674	12
.746		.785	27	.666	13
.6ÿ7		.852	28	.765	14

It is noted from the previous table that the correlation of the items with the total score ranged between (0.399 - 0.852)

Working honesty:

To verify the global validity, global analysis was used in the Rasch model, which is known as analysis of the standard residuals, and it was used to verify the unidimensionality of the global basic components.

Data used. (See Table No. 19-22)

Honesty of the content

Content validity procedures involve regularly examining the content of the test to determine whether it contains a representative sample of the range of behavior being measured. This type of validity must be in place at the time the test is being developed. The conceptual conception of sub-tests and the selection of items. Test developers usually address content validity by showing that the abilities chosen to measure are With consistent with current knowledge of a particular domain.

The items also show statistical stability. In the next section, we present the logical reasons for the formulation and items used in the remote lag scale. Our approach to preparing the remote delay scale was to be consistent with the definition of mental difficulty of the Association for Mental According to this definition and Developmental Difficulties. And constructively

The basic areas of adaptive skills are the functional domain, the conceptual domain, and the social domain. We have added the motor domain because of its great importance in the field of evaluation, and we have discussed this in detail in the chapter For the first of this book. Our approach is based on reviewing the standards that have been prepared and whose validity and reliability have been proven through numerous studies and practical application.

To verify the validity of the content, we used a large collection of literature and psychological tests. We also achieved, through workshops, the semi-final version by discussing each paragraph of the test, and paragraphs were added based on the experience of specialists in working with people with special groups, and we evaluated each one based on its importance. in adaptive skills, and changes were made in the wording and description of paragraphs.

Slowik's description is constructive

1 - Analysis Components Principal

Machine Translated by Google

Following the sources relied upon

Psychological Western .Manual 3-:DP 3, profile Developmental .)2007 (.D .G Alpern1.
.Services

.Yearbook Measurement Mental :in Inventory Developmental) 2004 (Batelle .FW Barnett2.
-3. Accessed .database Online 4.3. Version WebSPIRS

and Cognitive on Programs Childhood Early of Effects Term-Long) 1ÿÿ5(W.S.Barnett3.
50-5:25. ;.Child Future .Outcomes School

and delay developmental global with child the of Evaluation) 2018 (.J Caron ,SA Belanger4.
23.)6(41ÿ-403:;Sep .Health Child Pa .disability intellectual Jan
2013 .BMJ .children of assessment Developmental .R Sege 0, Byrne ,M Bellman5.
8687.e 15:;346

Child ,Completed-Parent A :Questionnaire Stages and Ages)1ÿÿÿ (J Squires ,D Bricker6.
.Co Publishing Brookes .H Paul .MD ,Baltimore .System Monitoring in delay
developmental and development child Early) 2009 (.S Gahagan ,MM Cappiello7. [1ÿÿ62033 :PubMed
[56.(6)17-1501:;Dec .Am North .Clin .Pediatr .communities indigenous primary at management and
identification :delay Developmental .)201ÿ (al et ,YY Choo8. 60.)3(123-11ÿ:;Mar .J Med Singapore .level
care 2001; Pediatrics .children young and infants of
screening and surveillance Developmentalÿ. 11433077/ /gov.nih.nlm.ncbi.pubmed://https 1ÿ6-108:1ÿ2.

A :Inventory Development Child The .PE Ingram ,)1ÿÿÿ (al et and ,KB Doig10.
62-135:358;Ped J .infant risk high the of up-follow for measure outcome developmental
Neuropsychomotor .)2015 (C Lde Magalliaes ,NM Duarte ,F Lde Domelas11.
Paul Rev .limitations and uses ,definitions term ,map conceptual :delay developmental
.2014.04.009.rpped.j10.1016/ :doi 33.(1)103-88:;Mar-Jan Pediatr
An :development child for factors protective and Risk) 201ÿ (al et ,KA Donald12. free PMC
[1002ÿ20.e:)16(ÿ;Sep 201ÿ .Med P .cohort birth African South observational [6764658PMC :article
Severely the for
Assessment Developmental) 2012 (.W.D ,Mruzek; .K.M ,Dykes13.
:ED-PRO; .ed rd,3- 3DASH ,Handicapped
beyond :development child of Evaluation) 2016 (.M Lima ,AM Emond ,SH Eickmann14.
83-71.S:)1 Suppl ÿ2(3;Jun-May .)J Rio (:Ped J .aspect neuromotor the

Machine Translated by Google

an toward :environment the to susceptibility Differential) 2011 (.WT Boyce ,BJ Ellis15.
.Psychopathol .Dev .context and experiences developmental 1t sensitivity of understanding 23.)1(5-1:;Feb
Thera to

Diagnosis From :Dystrophy Muscular Duchenne .A) 2015 (al et ,MS Falzarano16.
07.;20)10(84-18168: Oct .Molecules

Denver of Restandardization of Revision Major A) 1ÿÿ2 (,WK Frankenburg 17.
ÿ7-8ÿ:ÿ1 ;Pediatrics .Test Screening Developmental Early

J .Tests Screening Developmental Three of Accuracy The .KE Byrne ,FP Glascoe18. 1ÿÿ3; 378-17:368
Intery Inventory

Developmental Battelle the of Usefulness The) 1ÿÿ3(.KE Byrne ,FP Glascoe1ÿ.
280-32:273 ;Pediatr Clin .Test

Screening .Screening Developmental in II-Denver the of Accuracy The .)1ÿÿ2 (al et ,FP Glascoe20.
1225-8ÿ:1221 ;Pediatrics

Developmental of Detection the in Parents of Role The .)1ÿÿ5 (PH Dworkin ,FP Glascoe21.
836-ÿ5:82ÿ ;Pediatrics .Problems Behavioral and

Practices Referral and Screening Developmental The .)1ÿ85(RL VanDervoort ,FP Glascoe22. 147-1ÿ85:141
Assoc Med Tenn J .Tennessee in Physicians of A Really Tests

Screening Developmental On Referrals-Over Are) 2001(.FP Glascoe23. 5ÿ-155:54 ;Med Adolesc
Pediatr Arch? Problem

.MA ,Billerica North .ed r .Screens Brigance the for Report Technical) 2002 (.FP Glascoe24.
.Associate Curriculum

and standardization :)BITS (Screen Toddler-Infant Brigance The) 2001(.FP Glascoe25.
22:35. ;Peds Behav Dev J .validation

Early of Survey National the from Statistics Summary) 2000 (.al et ,N Halfron26.
Accessed 52-15:1. Stat Health Vital .Statistics Health for Center National .Health Childhood

at 04/1

Neurodevelopmental Infant Bayley the of Use .)2004(MM Black ,MA Papas ,CR Hess27. 2004;
330-2ÿ:321 Psychol Ped J .Group Risk Environmental an with Screener and Screening

Developmental of Variation and Prevalence .)2018 (al et ,AH Hirai28. 01.;172)ÿ(866-857:
Sep .Pediatr JAMA .Childhood Early in Surveillance Measurement Mental :in Test

Screening Developmental Denver) 2002 (.S Hughs2ÿ. .database Online 4.3. Version
WebSPIRS .Yearbook

Behavior :Minneapolis .Inventory Development Child the for Manual) 1ÿÿ2 (.H ,Ireton30.
.Systems Science

Machine Translated by Google

Carolina The .)2004 (.J .B ,Hacker & .,M .S ,Attermeier .,M .N ,Martin-Johnson31.
.Brookes :MD ,Baltimore .).ed rd3 (needs special with toddlers and infants for curriculum
Carolina The .)2004 (.J .B ,Hacker & .,M .S ,Attermeier .,M .N ,Martin-Johnson32.
.Brookes :MD ,Baltimore ,)CCPSN (Needs Special with Preschoolers for Curriculum
language and speech for Screening) 1ÿÿ8(.C Nye ,A Harkness ,F Harris ,J Boyle ,J Law33.
1ÿ8-2:1 ;Assessment Technol Health .literature the of review systematic a :disorder
Infant Bayley the of Usefulness The :Screening Infant .)1ÿÿ8 (,MM Marcias34.
Auditory Linguistic Clinical/Test Adaptive Clinical the and Screener Neurodevelopmental
1ÿÿ8; 161-1ÿ:155 Peds Beh Dev .Scale Milestone
.intellect / delay developmental global with patients in testing Genetic .)2015 (D Miclea35.
2015.;88)3(ÿ2-288: .Med Clujul .review A .disabilities
investigatin on recommendations based-evidence Current .)2017 (,R Mithyantha36.
102.)11(: 1076-1071 ;Nov .Child .Dis .Arch .delay developmental global with children
High Screen to Inventory Development Child the of Use .)1ÿÿÿ (al et,ML Montgomery37.
3ÿ-38:535;Pediatr Clin Populations Risk-
Mental :in Test Screening Inventory Developmental Batelle .)2004 (JO Stinnett-
Oehler38. .database Online 4.3. Version WebSPIRS .Yearbook Measurement
Global of Case a in Therapy Interaction Child-Parent .)2018 (al et ,RMA Shafi3ÿ.
2018.;ÿ:427 .Psychiatry Front .Leukoencephalopathy and Delay Developmental
with children young identify physicians care primary do How .)2003 (al et ,L Sices40.
427-24:409 ;Pediatrics .Survey National A? delays developmental
Child Ped J .Infants Premature Developmental Completed-Parent) 2001 (,CY Skellern41.
2001.; 12ÿ-37:125 Heal
Developmenta Completed-Parent a of Revision) 1ÿÿ7 (.L Potter ,D Bricker ,J Squires42.
328-22:313 ;Psychol Ped J .Questionnaires
of Function Brain on Pregnancy in Stress Maternal of Impact) 2016(.K Hino ,J Udagawa43.
2016. ;71)3(: 1ÿ4-188 .Zasshi Eiseigaku Nihon .Offspring the
intellectual and delay developmental to approach clinical A .)2017(M Suri ,P Vasudevan44.
.558-6-17.clinmedicine10.7861/ :doi 17.(6)561-558:;Dec) Lond (Med Clin .disability

Machine Translated by Google

2023

The Arab Foundation for the Preparation, Codification and Publishing of Psychological Tests

Prepared

by: Dr. Abdel Mawjoud Abdel Samie

Machine Translated by Google

T: 33389748

com.arabtesting.www://http

com.arabtesting@info