

Self-Study Module

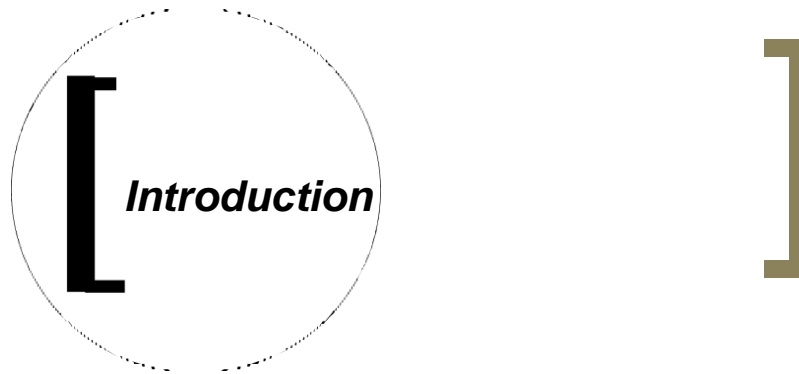
Using the Developmental Assessment of Young Children: 2nd Edition (DAYC-2)

Online class self-study workbook

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This self-study workbook is to be used with the DAYC-2 Online Class for Philadelphia EI providers. The activities in the workbook are completed along with the Online class.

The Online DAYC-2 Class ---

- Is divided into 2 separate units.
- Activities are completed in this workbook for each of the units.
- After all units are completed, the provider will take a 20-question quiz that covers material in all units.
- A score of 80% correct is a passing score on the quiz. [If 80% is not obtained, a second quiz may be completed. If a score of 80% is not obtained the 2nd time, then the provider will need to take the online class a 2nd time and take the quiz again. There will be 4 **total** opportunities to pass the quiz.
- If the quizzes are still failed after 4 attempts, results will need to be reviewed by the supervisor with the participant to provide clarity and accuracy of information. Following the review, the SUPERVISOR may contact TLC to obtain another set of questions for the participant to complete.
- When the quiz is passed, the provider may print out the certificate and give the certificate AND a copy of this completed workbook to the agency supervisor.
- Course requirements will be met when the agency supervisor has a copy of both the workbook and the printed certificate.

To complete the activities in this module, you will need a copy of the five DAYC-2 Subtests and the Profile/Examiner Summary Sheet. The DAYC-2 Examiner's Manual is also necessary and may be borrowed from your agency or, purchased for \$72 at <http://www.proedinc.com/customer/ProductView.aspx?ID=5158>



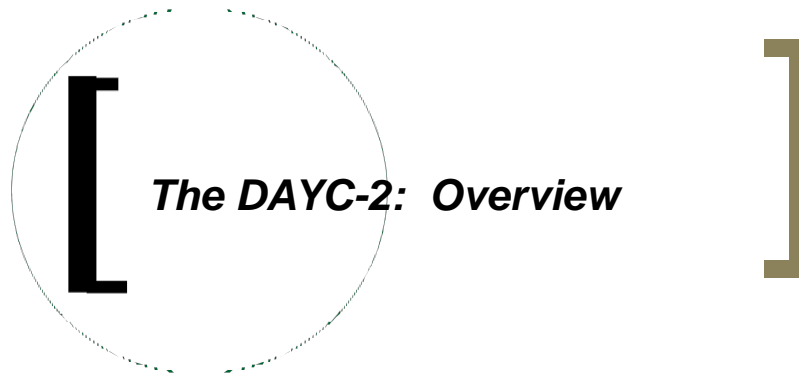
Unit 1

- Calculate a child's chronological age in order to establish the entry point for beginning item administration on the DAYC-2.
- Find the basal and ceiling in order to calculate DAYC-2 raw scores.
- Convert raw scores into age equivalents, percentiles, and standard scores to determine the child's results in relation to his or her chronological age
- Determine discrepancies between domains or subdomain scores.

Unit 2

- Integrate information from the DAYC-2 with other assessment information to make decisions about eligibility on the basis of
 - Diagnosis
 - Developmental Delay
 - Informed Clinical Opinion
- Complete written statements about the child's abilities under each of the developmental domain categories.





The DAYC-2: Overview

What is the DAYC-2?

The DAYC-2 consists of five subtests

- Cognition
- Communication (Receptive and Expressive Language)
- Social-Emotional
- Physical Development (Gross and Fine Motor)
- Adaptive Behavior

It is designed for children from birth through 5 years and 11 months of age. The five subtests relate to the areas of development that are evaluated for early intervention eligibility in accordance with the Individuals with Disabilities Education Act (IDEA).

The Communication and Physical Development domain subtests each are further divided into 2 subtests: Communication into expressive and receptive language subdomains; and Physical Development into gross and fine motor subdomains.

Why do we use the DAYC in Philadelphia (birth to 5)?

Philadelphia Early Intervention is divided into two systems: IDS (birth -3) and Elwyn (3-5). In order to provide consistency in determining eligibility across the city and across age levels, and to provide a smoother transition between the two systems when children turn three, MRS and Elwyn established a policy that both systems would use the Developmental Assessment for Young Children (Voress and Maddox, 2012).

Children entering the system before 2.6 years of age have an initial evaluation performed using the Infant Toddler Developmental Assessment (IDA; Provence, Erikson, Vater & Palmeri, 1995). Children 2.6 years and older receive an initial evaluation using the DAYC-2. All annual evaluations use the DAYC-2.



What is the DAYC-2 designed to do?

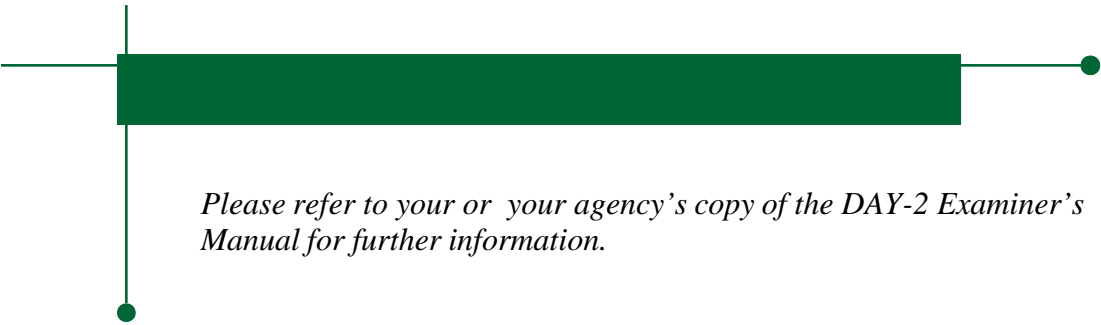
The DAYC-2, like the DAYC, is used to

- Identify typical and atypical developmental abilities
- Determine specific developmental strengths
- Document progress in attaining developmental milestone skills

No specific testing materials are used with the DAYC-2 but use of materials that are in the home and are familiar to the child is recommended. Since children often exhibit different behaviors during a formal evaluation, the DAYC-2 is designed to be completed through observation in the child's natural setting. This provides a more accurate assessment of the child's skills. If certain skills are not observed, primary caregivers may be interviewed to gain the information. A variety of materials in the child's natural environment are helpful as the DAYC-2 is administered (see listing on next page).

Important reminders:

- ◆ If you know that the child's environment does not contain items that you will need, then it is necessary to bring them with you. The key is to keep the feel of the setting as informal as possible and to bring items with which the child is likely to be familiar.
- ◆ Do not go item by item through the test. You should have a sense of what you are looking for by studying the items beforehand. Incorporate opportunities for the child to demonstrate skills that you want to observe by playing with the child, observing what the child is able to do, and asking caregivers as necessary.
- ◆ For those skills that require the examiner to work directly with the child, join the child's play and introduce items or games that fit into the child's natural play activity.



Please refer to your or your agency's copy of the DAY-2 Examiner's Manual for further information.

POSSIBLE TOYS AND BOOKS THAT MAY ELICIT OPPORTUNITIES TO USE SKILL ITEMS ON THE DAYC-2

Toys

Blocks
Crayons and paper
Scissors
Sorting bears with cups
Pop up toys
Nesting cups
Shape sorter
Puzzles (interlocking and knob)
Stacking ring
Baby dolls
Pretend food
Bubbles
Rhyming activity games
Broken toy
Sorting activity
Sequence cards
Large and small ball
Toy telephone
Dressing vest/doll
Stringing beads (multiple sizes)
Cars/trucks (multiple sizes)
Matching cards rattle
Cloths
Mirror

Books

What Happens Next?
Barney/Teletubby
Carrot Seed

**Administering the DAYC-2:
Unit 1 Activities**

Learning Activity 1

Watch the videotape illustrating ways of observing children's skills and abilities in various setting. Write down 5 skills that you note that the child is able to do. Look for these skills on the DAYC-2 Domain Score Sheets.

	Skill observed	On DAYC Scoring Forms? Where??
1		
2		
3		
4		
5		

How is the DAYC-2 different from the DAYC?

DAYC	DAYC-2
Norms based on 1996 US Census	Norms based on 2010 Census
Normative sample included 1267 children from 27 states	Normative sample included 1832 children in 20 states collected by 87 current DAYC users; 7% were identified as having disabilities (comparable to national average)
	Two subscales – communication and physical development – are further divided into subdomains
	Ceiling point is 3 consecutive items scored as 0 in a row.
	Simplified procedures used to perform discrepancy analyses between subdomains or domain subscales.

What do I do first when using the DAYC-2?

The first step in administering the DAYC-2 is to establish the child's chronological age. The child's date of birth is subtracted from the date of testing in order to determine chronological age. The resulting chronological age is used to establish the starting items for each subtest. If children were born prematurely, do not adjust or correct for their age; use the chronological age as specified in the Examiner's Manual.

Example 1:

	Year	Month	Day
Date of Testing	2013	6/ 5	12 + 30 =42
Date of Birth	2011	2	29
Chronological Age	2	3	13

When the day of the child's testing (in this example, 12) is smaller than the day of the child's birth (in this example, 29), then you subtract one month and add 30 days to the testing date before you calculate chronological age. This child is 27 months old.

Example 2:

	Year	Month	Day
Date of Testing	2013/ 2	2 + 12 = 14	11
Date of Birth	2011	8	3
Chronological Age	1	6	8

If the month of the child’s birth (in this example, 8) is larger than the month of testing (in this example, 2), then you subtract one year and add 12 months to the testing date before you calculate chronological age. This child is 18 months old.

Example 3:

	Year	Month	Day
Date of Testing	2013 2	3 2 + 12 = 14	5 +30 = 35
Date of Birth	2010	7	15
Chronological Age	2	7	20

There will be times when you have to borrow from both the year and the month of the testing date before you calculate chronological age. This child is 31 months old.

As with the original DAYC, space is provided to calculate the child’s chronological age on the Profile/Examiner Summary Sheet and on the cover sheet of each of the subtests.

Section I: Identifying Information on each form shows where the chronological age information is placed and calculated.

Learning Activity 2

Complete the Worksheet on the next page (Worksheet A) to calculate chronological age.

Worksheet A: You may complete the following examples if you need practice in calculating chronological age.

	Year	Month	Day
Date of Testing	2004	10	15
Date of Birth	2003	5	7
Chronological Age			

1) Child is _____ months old.

	Year	Month	Day
Date of Testing	2004	11	15
Date of Birth	2003	1	17
Chronological Age			

2) Child is _____ months old.

	Year	Month	Day
Date of Testing	2004	3	17
Date of Birth	2003	5	4
Chronological Age			

3) Child is _____ months old.

	Year	Month	Day
Date of Testing	2004	8	9
Date of Birth	2001	11	15
Chronological Age			


4) Child is _____ months old.

Check your work

If you had difficulty computing a child's chronological age, review pages 8-9 in this module and refer to the Examiner's Manual.

Answers to Worksheet A:

- 1) 17 months
- 2) 21 months
- 3) 10 months
- 4) 32 months



How are DAYC-2 items scored?

Items are scored based on your observation of the child's natural play and interactions. Items are scored based on the skills demonstrated during play. It's important to try to score DAYC items based on observation of the child's play and minimize the need to ask parents if the child is able to perform specific skills. When a child performs the skill, place a 1 next to the item. When the skill is not observed during play, ask the parent if the child can accomplish the item. When the parent reports that the child performs the skill, record a 1; when parent reports the child doesn't perform the skill, place a 0 next to the item.

What are Entry Points, Ceilings and Basal Points?

Entry point: Designates where to start the assessment.

Open up one of the subtests. You will see that on the DAYC-2, the Entry Points are listed on the top of each page of each subtest score sheet. Corresponding items are also starred. For example, on the Social-Emotional Domain, the entry point for children between 12-23 months is item 16.

Select the entry point that is closest to, but not older than, the child's chronological age. For example, if the child is 22 months, you would begin scoring the child on the Social-Emotional Domain with item 16 ("Shows preference for certain toys, activities, or places (e.g., interacts positively versus negative response).")



Ceiling: Designates the point where a child is no longer able to successfully perform 3 items consecutively in a row.

The ceiling is designated by scores of **zero on 3 consecutive items**. Since you are scoring items by observing the child in play, you will not necessarily be “administering” items in sequential order.

Basal: Designates the point where a child is able to perform all skills in the entry point age range.

Once the ceiling is established, go back and find the basal. The basal occurs when the child performs 3 consecutive items (i.e., is scored “1”). Look backwards to find 3 “1’s” in a row. This is the basal. If there is not a basal, you may need to go back to the entry point and mark items included earlier than the entry. For example, if you began with item 16, you would assess items 15, 14, 13, and so on until you have obtained the basal or all remaining items on the subtest have been scored.

Administration started at item 20 and the ceiling (3 zeros in a row) was reached at item 34. However, within this range of all items administered there was no sequence of three items in a row that were scored with 1’s.

In this case, the evaluator needs to score item 19, item 18, item 17 and so on until there are three 1’s in a row, or until item #1 on the subtest has been administered.

Item #	Score
20	1
21	1
22	0
23	1
24	1
25	0
26	1
27	1
28	0
29	1
30	0
31	1
32	0
33	0
34	0
35	

ceiling

A basal is not established during items administered



Computing the Raw Score:

1. Note the item number at the end of the basal (the third consecutive item that was scored with 1 point). This item number is the start of the raw score computation.
2. The points scored after the basal and through to the end of the ceiling are totaled. *Note: Any 1's that follow the ceiling range are NOT counted.*
3. Add these two numbers and you have the child's raw score.

For example:

This child's basal range is items 1, 2 and 3 (*all three were scored with a 1*). The ceiling range is items 6-8 (*3 items were scored with a 0*).

3 is the start of the raw score computation. Two points were scored on items beyond the basal and through to the end of the ceiling (*1 point for each, items #5 and #6*). These two numbers are added ($3+2$), making the child's raw score = 5.

Item #	Score
1	1
2	1
3	1
4	1
5	1
6	0
7	0
8	0
9	

Diagram illustrating the basal and ceiling ranges. The basal range (items 1-3) is shaded gray and labeled "basal". The ceiling range (items 6-8) is labeled "ceiling".

Learning Activity 3

Study the examples on the next two pages to get a clearer picture of how basals and ceilings are established and how raw scores are calculated.

If there are several basals and/or several ceilings, select the basal and the ceiling that are closest together.

For example:

This child's ceiling is items #35-37. There are several series of three consecutive items in which one point was scored (*items 20-22, 21-23, 22-24, 26-28, 27-29, 28-30, 29-31 and 30-32*). The basal that's closest to the ceiling is used to compute raw score points.

The end of the basal is at item #32. When computing the raw score, this child's starting score is 32, even though item #25 was scored as 0. (*Note: any items before the basal are counted as "1," even if the child received a zero rating*). After the basal range, there is one item scored as 1 through item # 37 (*end of the ceiling*) so the raw score equals 33 (32 +1).

Item #	Score
20	1
21	1
22	1
23	1
24	1
25	0
26	1
27	1
28	1
29	1
30	1
31	1
32	1
33	0
34	1
35	0
36	0
37	0

} Basal used for raw score
} Ceiling

The same scoring procedure applies when the basal and the ceiling are not immediately next to each other.

For example:

Item #12 marks the end of the basal, so 12 is the start of the child's raw score computation. After the basal, 5 points are counted () through the ceiling range (items # 14, 16, 17, 19, 20). The child's raw score is 17 (12 + 5).

Item #	Score
10	1
11	1
12	1
13	0
14	1
15	0
16	1
17	1
18	0
19	1
20	1
21	0
22	0
23	0

} Basal
} Ceiling

Item #	Score
1	1
2	1
3	1
4	0
5	0
6	0

} Basal
} ceiling

Basal Item #3 marks the end of the basal. After the basal, no additional points are achieved so the child's raw score is 3 (3 + 0).

When there is no basal range in a subtest after all of items back to item #1 have been administered, the points on all items are totaled through the end of the ceiling range. The resulting sum is the child's raw score.

For example:

The ceiling is items #10-14. There is no point in the ceiling or in items previous to the ceiling where three consecutive items were scored with 1 point, so this subtest does not have a basal. To compute the child's raw score, all points are counted through the ceiling range.

The child's raw score is 7 (1 point each for items # 1, 3, 5, 6, 8, 10 and 11).

Item #	Score
1	1
2	0
3	1
4	0
5	1
6	1
7	0
8	1
9	0
10	1
11	1
12	0
13	0
14	0

} ceiling

Learning Activity 4

Complete Worksheet B on the next page to practice finding basals, ceilings and raw scores. These subtest examples are for a child who is 19 months old.



Worksheet B

Item #	Example A	Example B	Example C
Start age: birth			
1			
2			
3			
4			
5			
6	1		
7	1		
8	1		
9	0		
Start age: 12 months			
10	1	1	1
11	0	1	1
12	1	1	1
13	1	1	1
14	0	1	1
15	1	1	1
16	1	0	1
17	0	1	1
18	0	1	0
19	0	0	1
Start age: 24 months			
20		1	0
21		1	0
22		0	1
23		0	0
24		0	1
25		0	0
26			1
27			0
28			0
29			0

Raw score _____ _____ _____

Check your work

If you had difficulty with this, review pages 9-14 in this module and refer to the Examiner's Manual.

Example A:

The ceiling is items 17, 18, 19.
The basal is items 6, 7, and 8.

(Note: the basal did not occur between the starting point and the ceiling. The evaluator needed to work backwards through the previous group of items to find the basal.)

$$8 + 5 \text{ (one point for items \# 10, 12, 13, 15 \& 16)} = 13$$

The raw score is 13.

Example B.:

The ceiling is items 22, 23, 24.
The basal is items 13, 14, and 15.

$$15 + 4 \text{ (one point each for items \#17, 18, 20, 21)} = 19$$

The raw score is 19.

Example C:

The ceiling is 27, 28, 29.
The basal is 15, 16, and 17.

$$17 + 4 \text{ (one point for item \#19, 22, 24, 26)} = 21$$

The raw score is 21.



What are the steps to complete DAYC-2 scoring?

1. Appendix A: Convert raw scores to age equivalents. Find the raw score under the appropriate subtest heading (listed across the top of the table) and look over to the corresponding age.
2. Appendix B: Convert raw scores to standard scores:
Go to Appendix B in the Examiner's Manual. Using the table for the appropriate subtest, find the raw score in the first column and look over to the corresponding number under the child's chronological age (listed across the top).
3. Appendix C: Convert standard scores to percentiles using tables in Appendix C
4. Appendix D: Convert subdomain standard scores (e.g., fine motor, gross motor) to domain standard scores by adding the two standard scores together and finding the total standard score on the chart in Appendix D.
5. Appendix E: General Developmental Index
Add the total of the standard scores. Convert Sum of Standard Scores to General Development Index using the tables in Appendix E.

How are discrepancy scores between domains or subdomains calculated and what do they mean?

Discrepancy scores may be calculated between the two subdomains in Physical Development (gross & fine motor) or in Language (receptive & expressive language) or between any of the domain scores (e.g., between Adaptive and Cognitive). Discrepancy scores show the extent to which the difference in standard scores between two subdomains or two domains is large enough to be important. There are two ways of determining importance: statistical significance; and clinical usefulness. Researchers often need to know statistical significance which tells them the extent to which differences in standard scores represent real differences in ability. For example, a difference between Adaptive and Cognitive standard scores of 5 would suggest that there is no statistical difference – or no real difference in abilities between these two domains.

Differences may be statistically significant but may have no relevance to day-to-day functioning or performance – in other words, the differences may be statistically significant but have no clinical usefulness. This difference of clinical usefulness is used to identify situations where performance really is different between two domains or two subdomains. For example, a child obtained a standard score of 60 on the Cognitive domain and of 80 on the Social-Emotional domain. This difference of 20 standard score points seems large but does not meet the difference criteria of 24 points, therefore the difference is not clinically useful (see page 23 of the DAYC-2 Examiner’s Manual.)

Also, of interest, may be differences between standard scores and performance on the subdomains of Language and Physical Development domains. The required difference scores for clinical usefulness are large (> 21 for language subdomains and > 22 for motor subdomains.) This means, for example, that a child’s standard score difference of, for example, 15 would not suggest a clinically useful difference. In other words, the scores would suggest “equal” performance in both subdomains.

How are discrepancy scores used when determining eligibility for early intervention in Pennsylvania?

The first step in determining eligibility is to determine if the total domain standard score is 1.5 standard deviations below the mean. For example, in the Communication domain, at 17 months of age, Jaxson obtained a raw score of 10 and standard score of 82 on expressive language subdomain. The raw score for receptive language subdomain was 11, standard score of 80. This resulted in a sum of standard scores of 162 (raw score sum = 21). The standard score for the total Communication domain was 81 which is not 1.5 standard deviations below the mean; the difference of 2 standard score points is neither statistically significant nor clinically useful.

In the Communication domain, Luisa, 22 months, obtained a raw score of 19 on receptive language (standard score = 100) and of 11 on expressive language (standard score = 77). The standard score for the total Communication score of 177 is 88 – not 1.5 standard deviations below the mean. The difference of 23 standard score points between expressive and receptive language is statistically significant and clinically useful; however, Luisa is not eligible for early intervention based on Communication performance because the total domain standard score is not 1.5 standard deviations below the mean. That the differences in receptive and expressive subdomains are clinically useful suggests that additional assessments to help better understand the child’s communication abilities and performance should occur.

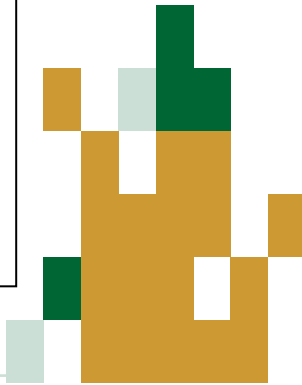
Converting raw scores to age equivalents (Appendix A) - pages 60-62

- Converting raw scores to standard scores (Appendix B) - pages 63-113
- Converting standard scores to percentiles (Appendix C) - pages 115-117
- Converting Sums of Subdomain Standard Scores to Domain Standard Scores (Appendix D – page 121
- Converting Sums of Domain Standard Scores to General Development Index (Appendix E) – page 125



Learning Activity 5

Complete Worksheet C below and on the next pages using the conversion charts in the Appendices of the Examiner’s manual. The child is 21 months old.



Worksheet C

Domain	Raw Score	Age Equivalent	%ile Rank	Standard Score	Descriptive Term
Cognitive	24				
Communication	24				
Social-Emotional	15				
Physical Development	51				

Domain	Raw Score	Age Equivalent	%ile Rank	Standard Score	Descriptive Term
Adaptive Behavior	20				

General Developmental Index						
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Communication Domain

	Raw Score	Age Equivalent	%ile Rank	Standard Score	Descriptive Term	Standard Score Difference
Receptive	15					
Expressive	9					
Total Communication Domain	24					

Physical Development Domain

	Raw Score	Age Equivalent	%ile Rank	Standard Score	Descriptive Term	Standard Score Difference
Gross Motor	35					
Fine Motor	16					
Total Physical Development	51					

Eligibility Statement:

Check your work

If you had difficulty with this, review pages 19-20 in this module and refer to the Examiner's Manual Appendices.

Domain	Raw Score	Age Equivalent	%ile Rank	Standard Score	Descriptive Term
Cognitive	24	12	12	82	Below average
Communication	24	12	13	83	Below average
Social-Emotional	15	7	3	71	Poor
Physical Development	51	15	25	90	Average
Adaptive Behavior	20	13	14	84	Below average

General Developmental Index				410	77	Poor
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Communication Domain

	Raw Score	Age Equivalent	%ile Rank	Standard Score	Descriptive Term	Standard Score Difference
Receptive	15	16	30	92	Average	92-74 =18 Statistically Sig but not Clinically Useful
Expressive	9	8	4	74	Poor	
Total Communication Domain	24	12	13	Total = 167 = 83	Below Average	

Physical Development Domain

	Raw Score	Age Equivalent	%ile Rank	Standard Score	Descriptive Term	Standard Score Difference
Gross Motor	35	16	27	91	Average	1 point – not statistically significant or clinically useful
Fine Motor	16	12	25	90	Average	
Total Physical Development	51	15	25	181 = standard score of 90	Average	

Eligibility Statement: ___Eligible for early intervention in Pennsylvania on the basis of a score of 1.5 standard deviations below the mean in the Social-Emotional domain.

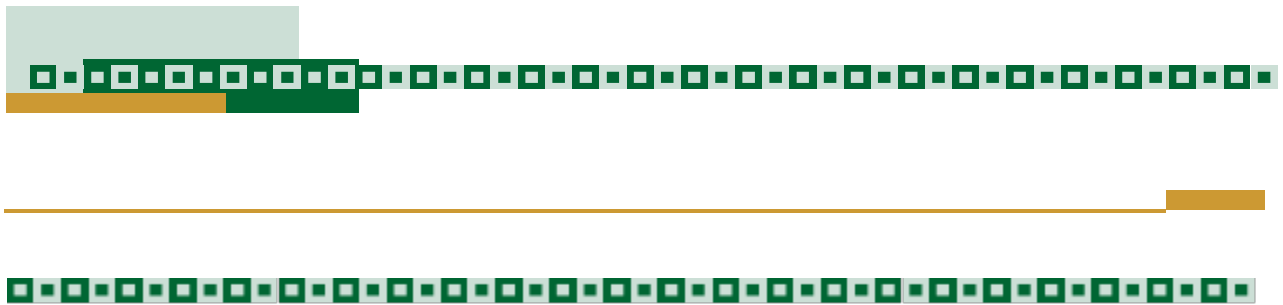


What are the important scoring considerations?

1. When the number date of a child's birth is greater than the testing date, subtract one month from the date of testing and add 30 days, then compute the chronological age.
2. When the number of the child's birth month is greater than the number of the test month, subtract one year from the date of testing and add 12 months, then compute the chronological age. DO NOT Adjust for prematurity by using corrected or adjusted age.
3. To find the entry point for items to be administered, convert the chronological age into months and look on the top of the scoring form to find the number of months and the item that is the entry point. This item is starred on the score sheet.
4. The basal is three items in a row with the score of 1.
5. The ceiling is 3 items in a row with the score of 0.
6. There can be several basals and ceilings. Always pick the basal and the ceiling that are closest together when computing the raw score. Basals and ceilings

can also overlap.

7. When computing raw score points, use the item # at the end of the basal (*the third item that was given 1 point*) as your starting score, even if there are 0's recorded in items before the basal.
8. Only the 1's are counted from the third item of the basal that was given one point until you get to the ceiling range.
9. Stop adding the raw score points once you get to the ceiling (3 items in a row with a score of 0), even if there are items that were scored as 1's after the ceiling.
10. Be sure that you are using the correct conversion table for the subtest you are scoring.



Applying Assessment Results

Unit 2 Activities

Objectives for Unit 2

- Integrate information from the DAYC-2 with other assessment information to make decisions about eligibility on the basis of
 - Diagnosis
 - Developmental Delay
 - Informed Clinical Opinion
- Complete written statements about the child’s abilities under each of the developmental domain categories.

DAYC-2 scores are one measure of the child’s performance and NOT the only basis for determining eligibility. The test assesses early childhood development by observing children during play and identifying which skills (items) they are able to do (or not do). The manual states (pg. 24) that results should be interpreted cautiously “especially when making diagnostic and eligibility decisions.” Users are reminded that because of “time restraints or other reasons, we often base our diagnoses exclusively on the results of a single test. This is a hazardous practice that should be avoided.” Rather the DAYC-2 is a “useful tool for estimating a child’s developmental level at a given time in a particular situation.”

How do I use DAYC-2 results in determining initial or ongoing eligibility for EI services?

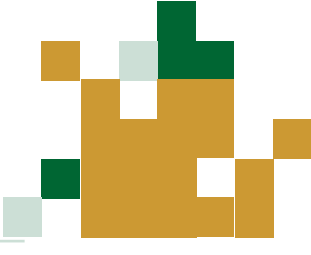
A primary change in administration of the DAYC-2 is the developers’ recommendations about scoring:

- **DAYC-2 Age Equivalent should not be used.** This means that only the use of standard scores are recommended by the test developers. [PA recommends determining eligibility following test guidelines. Therefore, even though eligibility can be documented in PA using a score of developmental delay of 25% or more, when using the DAYC-2, to follow the test guidelines, standard scores are preferred.] In PA, the requirement for documenting eligibility is 1.5 standard deviations below the mean.

- **How do I know if a standard score is 1.5 standard deviations below the mean?** A standard score of < 78 is at least 1.5 standard deviations below the mean. All of the standard scores have a mean of 100 and a standard deviation of 15. Therefore, one standard deviation below the mean would be $100-15$ (or 85) and 1.5 standard deviations would be $100-15-7.5$ or less than 78. (See page 21 of the Examiner’s Manual.)

Learning Activity 6

Which of the following examples illustrate eligibility for PA early intervention services based on Cognitive Domain raw score of ---



	Child’s chronological age	DAYC-2 age equivalent—	Standard Score	Eligible for EI?	
A	11 months	RS = 28; 15m	121	Yes	No
B	30 months	RS = 26; 13m	76	Yes	No
C	27 months	RS = 35; 25 m	97	Yes	No
D	18 months	RS = 22; 11 m	81	Yes	No

Check your work

Child B scored 1.5 SD below the mean; the other scores are not 1.5 SD’s below the mean.

Is It Possible for a Child to have Typical Scores in all Domains of the DAYC-2 and still be eligible for Early Intervention services?

To be eligible for Infant-Toddler Early Intervention services in Pennsylvania, a child must have a developmental delay of 25% or 1.5 standard deviations below the mean. The DAYC-2 scoring does not result in a score of a % of developmental delay score but recommends use of standard deviations. Therefore, when determining eligibility using the recommendations outlined in the DAYC-2, a child would have a score of 1.5 standard deviations below the mean on the DAYC-2 to be eligible for services using test recommendations.

Children are eligible for EI services on the basis of:

- The results of the evaluation show that your child has at least a 25% delay or 1.5 standard deviations below the mean in one or more areas of development. The delay results in the need for specially designed intervention/instruction (SDI) in order to participate in typical activities and routines
- Your child's disability/diagnosis of _____ results in the need for specially designed intervention/instruction (SDI) in order to participate in typical activities and routines.
- Your infant or toddler is eligible for early intervention services based on the informed clinical opinion of this multidisciplinary team. Documentation of the qualitative and quantitative information used to determine eligibility can be found in the 'Evaluation of Developmental Domains' section

Therefore, an infant-toddler may be eligible for EI services in PA because of a diagnosis or disability – even if the child does not yet show delayed development.

An infant-toddler may also be eligible for EI services in PA on the basis of informed clinical opinion. Please see the <http://www.eita-pa.org> website for more information and guidance about using informed clinical opinion and about eligibility determination in general.

Learning Activity 7

What you need to complete this activity:

- Set of DAYC-2 score sheets (each domain plus the summary sheet)
- Examiner's Manual
- PA Evaluation Report (ER) pages (included in this workbook, pages 32, 33, and 34 (eligibility documentation page.) These are forms used statewide in Pennsylvania early intervention.

The DAYC-2 was administered on May 5, 2013 for Christopher who was born on 4/25/11 at 29 weeks Gestational Age (GA) and diagnosed with cerebral palsy, spastic diplegia, at a follow-up visit on 4/3/12 . Use the Profile/Examiner Summary Sheet and the 5 domain score sheets (obtained from your agency) to complete this activity.

1. Calculate Christopher's chronological age.
2. Find the basal, ceiling and raw score for each domain.
3. Place the raw scores on the summary sheet and calculate the rest of the scores (age equivalent, percentile, standard score, and general developmental index).
4. Complete the ER pages describing his current level of performance and eligibility for EI services.

1. Christopher's Chronological Age:

	Year	Month	Day
Date of Testing			
Date of Birth			
Chronological Age			

Christopher is _____ months old.

Christopher's Performance on DAYC-2 Items:

Domain	Items could do	Items did not do
Cognitive	28, 29, 30, 31, 33, 34, 35, 37, 39, 41.	32, 36, 38, 40, 42, 43, 44
Communication --Receptive	16, 17, 18, 20, 24, 25	19, 21, 22, 23
Communication -- Expressive	16, 17, 18, 19, 20, 23	21, 22, 24, 25, 26
Social-Emotional	27, 28, 29, 31, 33, 34, 37	30, 32, 35, 36, 38, 39, 40
Physical Development—Gross Motor	34, 35, 36, 38,	37, 39, 40, 41, 42, 43
Physical Development – Fine Motor	17, 18, 19, 20, 21, 23	22, 24, 25, 26
Adaptive Behavior	23, 24, 25, 27, 28, 31, 32, 33	26, 29, 30, 34, 35, 36

Transfer these items (above) to your DAYC-2 Score Sheets and calculate:

1. Basal & Ceiling for each domain.
2. Raw score for each domain.
3. Using the Appendices in the Examiner's Manual and the information above, complete the table:

Christopher's Profile of DAYC-2 Scores

Domain	Raw Score	Age Equivalent	%ile Rank	Standard Score	Descriptive Term
Cognitive					
Communication					
Social-Emotional					
Physical Development					
Adaptive Behavior					

General Developmental Index						
-----------------------------	--	--	--	--	--	--

Communication Domain

	Raw Score	Age Equivalent	%ile Rank	Standard Score	Descriptive Term	Standard Score Difference
Receptive						
Expressive						
Total Communication Domain						

Physical Development Domain

	Raw Score	Age Equivalent	%ile Rank	Standard Score	Descriptive Term	Standard Score Difference
Gross Motor						
Fine Motor						
Total Physical Development						

Check Your Work

Review your work with your supervisor if you have questions about scoring or interpretation. Your supervisor will check this activity when you turn in your certificate and workbook.

VI. Evaluation of Developmental Domains

Each section may include a summary of standardized testing, parent/caregiver/early childhood educator information, and observation of the child (and curriculum-based assessments if available). Each of the developmental sections should include descriptive statements about the child's present abilities, strengths and their unique needs, as based on parent/caregiver/early childhood educator report, administration of evaluation instruments, observations, or review of recent evaluation information from other agencies/programs outside of Early Intervention. Be sure to include the functioning level of these skills, including academic information and progress in appropriate activities for preschoolers.

Cognitive Development

Communication Development

Social and Emotional Development

Physical Development
Adaptive Development
Other Information

VIII. Eligibility

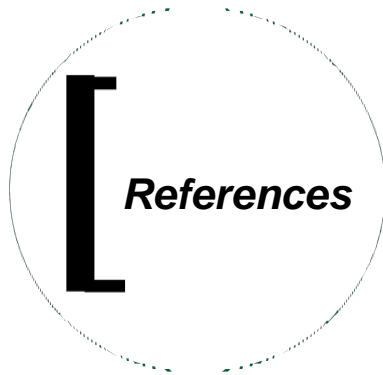
Is the child eligible to receive Early Intervention Services? (Please check only one box on this page)

Yes

- The results of the evaluation show that your child has at least a 25% delay or 1.5 standard deviations below the mean in one or more areas of development. The delay results in the need for specially designed intervention/instruction (SDI) in order to participate in typical activities and routines.
- Your child's disability/diagnosis of _____ results in the need for specially designed intervention/Instruction (SDI) in order to participate in typical activities and routines.
- Your infant or toddler is eligible for early intervention services based on the informed clinical opinion of this multidisciplinary team. Documentation of the qualitative and quantitative information used to determine eligibility can be found in the 'Evaluation of Developmental Domains' section

No

- The results of this evaluation show that your child does not have a developmental delay, is demonstrating skills similar to children of his/her age and is not in need of early intervention services.
- Your child is a child with a disability but does not need specially designed intervention/instruction (SDI) in order to participate in typical activities and routines.
- Your infant/toddler is currently demonstrating skills similar to children of his/her age however s/he is eligible for referral for tracking services because: _____



Provence, S., Erikson, J., Vater, S., & Palmeri, S. (1995). *Infant Toddler Developmental Assessment*, Chicago, IL: The Riverside Publishing Company.

Voress, J. & Maddox, T. (2013). *Developmental Assessment of Young Children*, 2nd Edition. Austin, Texas: PRO-ED. See website at <http://www.proedinc.com>.



This workbook is available online at

<http://jeffline.tju.edu/cfsrp/tlc/self-assignments.html>