

*Module:* **Assessment of Infants and Toddlers With  
Visual Impairments**

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**Session 1: Legal Basis and Overview of  
Recommended Practices**

**Quiz**

Choose one answer that best completes the item or question.

1. In accordance with IDEA (2004) Part C, Section 636, infants and toddlers with disabilities will at a minimum receive
  - a. a multidisciplinary assessment of individual strengths and needs and the identification of services appropriate to meet such needs.
  - b. a family-directed assessment of the resources, priorities, and concerns of the family and the identification of the supports and services necessary to enhance the family's capacity to meet the needs of their children.
  - c. a written individualized family service plan developed by a multidisciplinary team, including the parents.
  - d. all of the above.
  
2. Due to the changing and complex needs of young children, assessment should occur frequently. In accordance with IDEA (2004) Part C, Section 636, how often should the IFSP be reviewed?
  - a. The IFSP should be reviewed every 6 months at minimum.
  - b. IDEA (2004) does not specific frequency of IFSP review.
  - c. The IFSP should be reviewed every 90 days at minimum.
  - d. The IFSP should be reviewed as necessary.
  
3. Assessment serves many functions. Which of the following is a function of assessment?
  - a. Identification (screening) and eligibility determination
  - b. Intervention planning
  - c. Progress monitoring
  - d. All of the above
  
4. The Early Childhood Outcomes Center provides which of the following as outcomes for early intervention services for young children and families?
  - a. Children have positive social relationships.
  - b. Families are guaranteed access to all early intervention services regardless of the child's level of functioning.
  - c. Families help their children develop and learn.
  - d. Both a and c

5. Neisworth and Bagnato (2005) describe eight standards for family-focused and developmentally appropriate assessment of young children with disabilities. Which of the following describes the principle of convergence, one of the eight standards?
  - a. Assessment procedures should provide accommodations for children with special needs, including sensory, motor, cultural, or other needs.
  - b. Professionals and parents should agree on the content and methods, and the information gathered should be related to socially valued competencies.
  - c. Information should be gathered and synthesized from multiple sources.
  - d. Assessment should provide information about children's functional behaviors in natural settings and routines.
  
6. Assessments must meet certain standards of reliability and validity in order to be useful. Which of the following definitions best describes reliability?
  - a. Consistency of results over time or across multiple assessors.
  - b. Degree to which an assessment measures what it is supposed to measure.
  - c. Extent to which assessment contributes to beneficial outcomes.
  - d. Extent to which the assessment measures and results have social significance.
  
7. There are several types of validity. Content validity describes
  - a. how well the measure corresponds to other measures or to future performance.
  - b. the extent to which the items are developmentally suitable for the children being assessed.
  - c. how well the content of the tool represents the extent of the domain being tested
  - d. the utility of the assessment in helping inform useful decision making for children and their families.
  
8. The type of validity that describes the extent to which an assessment contributes to beneficial outcomes for the individual is called?
  - a. Treatment validity
  - b. Construct validity
  - c. Social validity
  - d. Outcome validity
  
9. Which of the following is true about standardized assessment of young children with visual impairments?
  - a. Standardized administration procedures make assessment more objective.
  - b. If professionals strictly follow standardized procedures when assessing young children with disabilities, they may overlook important compensatory skills and coping mechanisms.
  - c. Standardized assessment is commonly used for determining eligibility.
  - d. All of the above

10. Assessment tools are typically discussed in terms of norm-referenced versus criterion-referenced tests. Which of the following statements is true about either criterion-referenced tests or norm-referenced tests?
- Criterion-referenced tests measure whether a child succeeds or fails to fulfill a predetermined objective.
  - Criterion-referenced tests compare a child's score to the average of a norm group.
  - Norm-referenced tests are technically adequate for young children with visual impairments.
  - The Oregon Project is an example of a norm-referenced measure.
11. Which of the following statements about family involvement in assessment is true?
- Families should not be bothered with assessment responsibilities. They have enough issues to deal with in raising a child with a disability.
  - The level of involvement is the choice of families. However, parent-professional teamwork is integral to conducting assessment.
  - Families should not take part in the assessment process because they are rarely objective in the assessment of their children.
  - Families usually do not want to be involved and therefore should not be consulted.
12. Acceptability emphasizes which of the following?
- The importance of families in the assessment process is acknowledged.
  - Assessments should be meaningful and worthwhile.
  - Assessment results should reflect competencies valued by the family.
  - All of the above
13. Authentic assessment is an alternative approach to assessment that has emerged as a response to the use of conventional, standardized assessment with young children with disabilities. Which of the following principles guides authentic assessment?
- Conduct assessments once.
  - Limit involvement of families and caregivers to ensure authenticity.
  - Use instruments sensitive enough to measure child progress, particularly for children with significant special needs.
  - All of the above
14. Which of the following best describes the principle of congruence?
- Assessment measures should be designed for and validated on the children who will be assessed.
  - Measurement gradations should be fine enough to detect small changes.
  - Parent-professional teamwork is integral to conducting assessment.
  - All of the above

15. Which of the following recommendations by Neisworth and Bagnato should be used for increasing the utility of an assessment?
- Provide information about how the family can get a second opinion on the results.
  - Only use measures that provide scores, as scores will be needed to determine eligibility for services.
  - Repeat assessments in order to examine previous assumptions about the child.
  - All of the above