

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

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

**Study Questions and Answers for Recommended Reading A:  
Bagnato, Neisworth, & Munson**

Bagnato, S.J., Neisworth, J.T., & Munson, S.M. (1997). Bridging the assessment-early intervention gap (pp. 1-42). In *LINKing assessment and early intervention: An authentic curriculum-based approach*. Baltimore: Paul H. Brookes.

1. Identify and describe the authors' primary distinctions between testing and assessment.
  - **Testing is quantitative and involves the administration of a particular set of questions in order to obtain a score, which is the end result of the testing.**
  - **Assessment is both quantitative and qualitative, and involves the process of collecting information from multiple sources about the child. Assessment includes all areas of development in order to provide information to inform goals.**
2. What is meant by *equity* and how can assessment be conducted to be more equitable?

**Equity in assessment involves providing equal opportunity to all children to demonstrate their skills. The authors argue that standardized testing is not equitable because it forces all children to respond to standardized procedures; instruments that are normed on typically developing children are not valid when administered to children with disabilities.**
3. Compare and contrast multidisciplinary, interdisciplinary, and transdisciplinary models of assessment. Which model is the most appropriate for children with visual impairments? Why?
  - **Multidisciplinary assessment involves each professional participating separately using the procedures and outlook of his or her particular discipline. This model does not take into account the low endurance, short attention span, and lack of self-regulation seen in most young children.**
  - **Interdisciplinary assessment involves each team member working together with parents and other professionals to conduct the assessment. This is an appropriate style because it encourages continuous cross-talk and collaboration among team members.**

- **Transdisciplinary assessment involves one team member and the parent conducting all of the assessment with secondary team members observing and consulting. This is the most appropriate style for children with visual impairments because it decreases the number of unfamiliar individuals working directly with the child, while maintaining a collaborative team approach to assessment.**
4. What is a convergent assessment? Describe its components and the advantages to using this approach.
- **A convergent assessment is a multidimensional approach that involves the synthesis of information from several sources, instruments, settings, and occasions. The assessment battery is generated by a team of professionals and parents and involves both quantitative and qualitative information.**
  - **Convergent assessments involve gathering information in multiple settings, on multiple occasions, and from multiple sources, measures, and domains to fulfill multiple purposes.**
  - **When this type of individualized assessment battery involves at least four measures or procedures, the resulting profile and diagnostic outcome have greater representation, technical adequacy, and social validity.**
  - **The thorough information can be converged or synthesized in order to inform practical decision making.**
  - **Convergent assessment is fundamentally flexible and provides a human process of collaborative decision making about children's strengths and areas of need.**