

Ohio Early Intervention

# **Tele-Intervention Guide for Administering and Documenting Evaluation Tools**

Battelle Developmental Inventory, Bayley Scales of Infant and  
Toddler Development

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This guide includes lists of materials that parents may have around their house that could be useful to assist the family with completion of the evaluation tasks. Each evaluation tool is broken down into materials needed for four different age ranges (see table of contents below). Additionally, a short list of potential modifications to the materials needed for Newborn Behavioral Observations is included at the end of this document.

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# Introduction

As should be the case with all evaluations, please speak with families a few days prior to an evaluation to discuss the evaluation process, what it will look like for them and for their child, how long the process may take, what materials to have available, and how their participation may be needed. During the current state of emergency, it is especially important to prepare families for a technology-based evaluation, since they need to take a larger role in facilitating specific tasks than would typically be required during an in-person evaluation. EISC and/or evaluators should work with the family to learn if they have any of the suggested materials that could assist with the completion of the evaluation. Discuss the child's favorite toys and what household items the family has available for use. Be respectful in how this request is made to families. In addition, speak to the family about how they can best use their phone/tablet/computer to help facilitate the evaluation (e.g., having one family member handle the device while someone else administers the test items, or setting a tablet up so it can see most of the room, or trying to keep the camera focused on the child even when the adult is talking to the evaluator, moving the camera so the evaluator can see exactly how the child is playing with the toys during the evaluation).

Prior to and throughout the evaluation, reflect on what skills the test items were designed to showcase and how the child's favorite toys or the available household items could be used in a similar fashion to the materials found in the standardized evaluation kit. Please keep in mind that families have access to different materials, and you may need to be creative in how you observe a skill. Allow for modifications and prioritize not making a family feel guilty if they do not have items on the list. We want all families to feel that they are an integral part of the evaluation process and not to feel that they aren't good parents because they don't have access to "our" specific test items.

Reassure the family that the evaluation process is a comprehensive process that includes the interview with the parent(s)/caregiver(s), child observation during the evaluation, review of the child's medical history, and the family and child assessments. Additionally, some families can provide further information

via by providing videos to the evaluation team. If certain materials aren't available for the test item administration, or their child is reluctant to participate in the structured test items, that is only a small piece of the entire evaluation process and they should not worry or feel guilty about the child's ability to participate in the structured test items. The process is such that the team uses ALL the other information available to make the best possible informed clinical opinion about their child's qualifying for Early Intervention services.

As previously outlined in the DODD Guidance, "[Completing EI Eligibility Process during State of Emergency](#)," published on 3/25/2020, when administering the Bayley/BDI-2 exclusively via parent completion of the questionnaire/parent report and virtual observation, it is known that the social-emotional and adaptive domains score at a high confidence level and the cognition, communication, and motor domains score at a low confidence level. The variation in the confidence level of those domains is due to the needed modifications to the evaluation process, as the team was unable to complete the evaluation in-person.

**Evaluators should clearly document any adaptations made when conducting evaluation using technology. As extensive adaptations to the evaluation tool are needed, please do not include any of the evaluation scores in "Section 3B: Evaluation Summary." When noting the adaptations made, you may use the following description to document the evaluation methods used and description of the adaptations:**

The Part C Evaluation Tool was administered on (enter date of evaluation) via (enter method(s) used, e.g., "live video-conferencing with the parent facilitating evaluation items," "phone interview and parent provision of videos of child completing evaluation tasks," etc.) in accordance with DODD guidance published on 3/25/20, due to the COVID-19 state of emergency. During administration of the evaluation tool, the team supported the parent in acting as a guided facilitator for evaluation items in the following manner: (see example next page)

# Example "Section 3B: Evaluation Summary":

Child's name **Benjamin Harrison**

EIDS number **000000001**

## Section 3B: Evaluation Summary

Below is a summary of your child's current level of functioning in all developmental domains. The evaluation team explains what was learned about your child's development through the evaluation process.

- I. **Tool administration:** In this section, the evaluation team documents what tool was used, the date(s) of administration, and results (including whether a delay is present based on scores or clinical opinion) in all developmental domains (adaptive, physical [gross and fine motor, vision, hearing], communication, social emotional and cognition). The location of testing and notations of any adaption to the tool or environment (adaptive equipment, interpreter, sign language) are included.

The Part C Evaluation Tool was administered on 6/8/20 via live video-conferencing (Zoom) with the parent facilitating evaluation items in accordance with DODD guidance published on 3/25/20, due to the COVID-19 state of emergency. During administration of the Bayley IV Scales of Infant/Toddler Development, the team supported the parent in acting as a guided facilitator for evaluation items in the following manner: Use of a toys owned by the family, including an animal puzzle, small wooden shape blocks, toy cars, crayons, a stuffed animal dog, and "First 100 Words" board book. Dad cut a colored picture of a dog into two pieces to represent object assembly. The family verbally provided examples to answer the remaining evaluation items. The tool was administered in English, the child's primary language. Developmental Specialist, Licensed Social Worker, Service Coordinator, Mom and Dad participated in the evaluation.

Based on parent report, virtual observation, and facilitated structured tasks, Ben is eligible for early intervention services through informed clinical opinion of suspected delays in the areas of expressive communication and fine motor skills. Further details of the evaluators observations can be seen under 3B-III and on the IFSP Overflow Page.



# Potential Battelle Materials Virtual Adaptations

## Child age: Birth - 12 months

- small flashlight
  - the flashlight should be non-LED light. Cell phone light should be on dimmest setting and maybe shining through a piece of scotch tape placed over the light on the phone
- ring - bright and colorful - substitutions for bright/colorful ring could be a plastic toy chain link, or a bracelet or hair scrunchy
- rattle
- 18 inches of red yarn - substitutions for red yarn could be small red item to drop e.g., ball, red toy, red bandana
- bell - if no bell small toy that makes sound, other substitutions for a bell could be a cell phone ringtone or toy that makes noises
- stopwatch - could use timer on phone
- two blocks - one and one quarter inch size if possible

## Child age: 12 months - 24 months

- 18 inches of red yarn - substitutions for red yarn could be small red item to drop e.g., ball, red toy, red bandana
- plastic cup with small toy - small toy needs to be able to fit under cup
- cloth square with small toy - small toy needs to be able to fit under cloth.
  - cloth square should be approximately 18 inches x 18 inches (e.g., washcloth, dishcloth, bandana, small child's shirt)
- clear hard plastic 10 inches X 10 inches - small toy
  - if not avail, use cookie sheet or book as barrier
- rattle or toy car
- stopwatch - could use timer on phone
- three blocks - one and one quarter inch size if possible
- paper - should be white
- raisins - substitutions for raisins could be puffs, pieces of cereal such as Cheerios, fruit loops, mini marshmallows

## **Child age: 24 months - 36 months**

- book with several pictures on each page (for pointing to pictures)
- book that's more like a toddler's story book (that an adult and child would read together)
- cloth of fabric approximately 18 inches x 18 inches (ie dishtowel, bandana, pillowcase, child's shirt)
- five nesting cups - substitutions for nesting cups can be measuring cups, nesting/stacking blocks, 5 bowls of different sizes that can all fit into each other)
- 18 colored objects - four red, four green, two blue, four yellow, two black, two white (ie crayons, one inch squares cut from construction paper, cars, poker chips)
- puzzle board or shape sorter (circle, square, triangle) - substitutions could be a simple toddler puzzle
- cup, child's shoe, spoon, small ball
- two identical plastic cups or bowls that are not see-through
- ball - soccer ball sized to kick
- ball - softball sized to throw
- toy phone
- baby doll
- doll figures - mommy, baby, daddy, son
- two or three small toys - car, animal, plane etc
- eight blocks - one and one quarter inch size if possible
- plastic cup
- plastic ring - a bracelet, hair scrunchy, cookie cutter, play doh cookie cutter and something small enough to put into the hole
- paper - white
- pencil/crayon
- four beads and string - substitutions could be a shoelace with macaroni, Fruit Loops or Cheerios
- set of four stacking rings, doughnut shaped - substitutions could be scrunchies, and a post to stack them on such as a paper-towel holder rod, a stick, or a toy broom handle



- water bottle - should be a plastic water or soda pop bottle, empty with a narrow opening
- raisins - substitutions for raisins could be puffs, pieces of cereal such as cheerios, fruit loops, mini marshmallows
- eight blocks
- small toy animal
- two sets of big, little pairs - big ball, little ball and big car, little car, or big baby doll, tiny baby doll and big stuffed dog, little stuffed dog
- draw and color in a medium sized circle, triangle, square in a straight line on white paper (with the same color crayon or marker), then cut out matching circle, triangle, or square shapes (about the same size as the drawing) from construction paper that is the same color as the shapes you colored.

# Potential Bayley Materials Virtual Adaptations

## Child age: 16 days - 6 months 15 days

- bell and or rattle
- ball
- three blocks - one and one quarter inch size if possible
- mirror
- squeeze toy - any toy that squeaks
- food pellet - raisins, puffs, pieces of cereal such as Cheerios, Fruit Loops, or mini marshmallows.
- ring with string - bracelet or link and a string or yarn that can be tied to it

## Child age: 6 months 16 days - 13 months 15 days

- mirror
- ring with string - bracelet or link and a string or yarn that can be tied to it
- three blocks - one and one quarter inch size if possible
- two spoons
- bell and/or rattle
- paper - one piece, white
- squeeze toy - any toy that squeaks
- food pellet - raisins, puffs, pieces of cereal such as Cheerios, Fruit Loops, or mini marshmallows.
- two washcloths
- book with several pictures on each page (for pointing to pictures)
- book that's more like a toddler's story book (that an adult and child would read together)
- cup with a handle
- pegboard/pegs - box with six small holes for crayons to be placed in holes or colander with holes large enough to fit pipe cleaner or straws

## Child age: 13 months 16 days - 22 months 15 days

- nine blocks - one and one inch size if possible

- cup with a handle
- Hot Wheels or Matchbox car
- two washcloths
- food pellet - raisins, puffs, pieces of cereal such as Cheerios, Fruit Loops, or mini marshmallows. ring with string - bracelet or link and a string or yarn that can be tied to it
- squeeze toy - any toy that squeaks
- book with several pictures on each page (for pointing to pictures)
- book that's more like a toddler's story book (that an adult and child would read together)
- crayon and paper
- clear box with opening on one side - Rubbermaid or clear plastic container with one side cut out
- pegboard and pegs - box with six small holes for crayons to be placed in holes or colander with holes large enough to fit pipe cleaner or straws

### **Child age: 22 months 16 days - 32 months 30 days**

- two washcloths
- bottle with lid
- book with several pictures on each page (for pointing to pictures)
- book that's more like a toddler's story book (that an adult and child would read together)
- ball - soccer ball sized to kick
- ball - softball sized to throw
- spoon
- doll/bear/stuffed animal
- cup with handle
- twelve blocks - one and one quarter inch size if possible
- puzzle board or shape sorter (circle, square, triangle) - substitutions could be a simple toddler puzzle
- connecting style blocks - Legos or Duplos
- crayon and paper
- piggy bank - plastic container with slit opening in lid

- clear box with opening on one side - Rubbermaid or clear plastic container with one side cut out
- pegboard and pegs - box with six small holes for crayons to be placed in holes or colander with holes large enough to fit pipe cleaner or straws
- ice cream/ball puzzle - two piece puzzle (provide if needed)

# NBO

- small flashlight
  - the flashlight should be non-LED light. Cell phone light should be on dimmest setting and maybe shining through a piece of Scotch tape placed over the light on the phone
- rattle
- small red ball