

# Ongoing Assessment in Early Intervention

Ongoing assessment is a continuous process used to gather information regarding a child's progress in **ALL** developmental areas in the context of their routines and daily activities.

The ongoing assessment process is critical to:

- (1) determining progress/lack of progress to child outcomes
- (2) identifying challenges/concerns (identified by the practitioner and/or caregiver)
- (3) determining the need for additional information and requesting a formal assessment
- (4) informing planning for ongoing intervention

Practitioners should focus on compiling a comprehensive summary of the child's progress to support the IFSP team in determining the next steps.

Ongoing assessment can look different depending on the needs of the family and child.

## What This Looks Like

Summarize current child development by compiling information from multiple sources (e.g. session logs, assessment tool, and family input).

Include specific examples of observed skills to support clinical observations and/or assessment tool findings.

Share and discuss the information documented with the family. What improvement has the family observed?

Describe the need for additional information to request a formal assessment (utilize specific examples to justify this request).

Describe, in detail, progress observed by the family and practitioner toward child outcomes (e.g., discuss with the family how this progress has impacted family routines).

## What This Doesn't Look Like

Solely rely on one source of information to document child development and/or progress (e.g. only including practitioner observations).

Request a formal assessment without a description of current challenges, strategies utilized, and detailing the additional information needed.

Fail to document family/caregiver input regarding their child's progress.

Delay to request a formal assessment (e.g., make a request at the meeting) or neglect to discuss concerns with the family.

Use discipline specific jargon to describe current child development levels.

## Think about...

- How to gather information to understand where the child is developmentally when first working with the child
- Tools and/or ways you might need to help track the child's development (i.e., Developmental Skills/Checklists, [NJ Early Learning Standards](#), your notes, etc.)