Suggestions for Remotely Determining Eligibility Using the IDA

"If you have the skills to do it, you have the skills to observe it"

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This document contains suggestions for using the Infant-Toddler Developmental Assessment (IDA) process to determine eligibility remotely for *Early On®/*Part C Services. Please remember, only qualified evaluators can administer IDA. If you have questions, please contact the Clinton County RESA Office of Innovative Projects, *Early On* Training and Technical Assistance, at eotweb@edzone.net.

Due to current restrictions in travel and personal interaction associated with the COVID-19 Pandemic, and to support expanded capabilities for all service providers in their delivery of tele-health services, the publisher of IDA, PRO-ED, issued guidelines for tele-assessment and an associated statement of No Objection to permit temporary specific alternate use of their copyrighted materials. Please review and adhere to the permissions and restrictions in Pro-Ed's statement on tele-assessment at https://www.proedinc.com/Downloads/PRO-ED_Tele-Assessment.pdf

IDA Process

Review of Referral

- Calculate child's age by date of birth (remembering to adjust for prematurity).
- Determine the area of concern based on referral (this may guide who is on the evaluation team and the domain to begin with).
- Review additional developmental or health information.

IDA Evaluators

- Decide the evaluation team based on the information received on the child's referral (Part C and/or Part C & MMSE evaluation team).
- Review the tasks in the child's current age range, and age below using the Administrative Manual and IDA record (remember you may have to move to a younger range depending on the child's demonstrated skills).
- Pay close attention to what tasks will be evaluated and think about what is needed to elicit that skill/think about alternative manipulatives that could be used to observe the skill.

- It's important to reflect on what domain you are assessing to understand the developmental skill and what other options to try to have the child demonstrate the skill.

Pre-Evaluation Contact

- Prepare the family, call a few days ahead of the evaluation day.
- Verify the technology to be used with the family, troubleshoot any concerns.
- Explain the IDA-all domains. Explain any additional tools you may be using.
- Explain the process (evaluation, review of information, eligibility determination-what happens next).
- Let the caregiver know that you will be explaining what you will want them to do during the evaluation, and what you will be looking for. Let caregiver know if the child is not displaying the skill; the caregiver as part of the team can answer questions and give suggestions about the administration of the task and provide
- details as to the child's ability and what you are observing.
- Ask about items in the home that could be used as manipulatives (this may make you think out of the box as to what you are looking for within this task and what other opportunities may show this skill). The administrative manual gives guidance to development understanding under many task descriptions in the section titled "Notes".
- Suggest that the caregivers choose a location in their home where a child can be contained and external noise can be limited, Ex: a bedroom with the door closed, a gated area, in a highchair……..
- Explain to the caregiver that the location needs to be where the device can focus on the child's activities and that it may need to move around the space.
- Remember that the parent interview piece can be done at the beginning of the process, or at the end, and the child does not need to be present during this time.

Evaluation Suggestions

- It can be helpful to choose one of the evaluators to take the lead in the evaluation. The second team member can provide valuable input and encouragement. It will be important to avoid talking over each other in order to support clarity and families' understanding of what is being asked.
- Prep your protocol, pay attention to starred items and items that are related, cross-referenced.
- Remember how tasks are grouped within a domain and age range (see page 39 in the pink administration manual and page 29 in the purple, IDA 2, Administration Manual).
- Do not forget the additional developmental and behavioral concerns. As with an in-person evaluation, you may observe items on this page and need to ask about others as they relate to the child being evaluated.
- Follow the determination of eligibility regulations and process.

- The child's eligibility or ineligibility may be clear, but if not and evaluators are unsure, a process should be created to support the child and family (possibly utilizing informed clinical opinion to make a child eligible, provide service and re-evaluate in 90 days or 180 days).
- Add a disclaimer within your IFSP as clarification: *Due to the constraints of social distancing, the evaluation was completed remotely. Testing procedures in this manner are limited, thus, modifications were made. Results are documented and a follow up assessment may need to be completed once face to face evaluation can resume.*

Recommended Resources

- The IDA Institute landing page may be found at https://ida2.org. A full video recording of a live IDA Institute web meeting on virtual assessment can be found by scrolling to the bottom of the page.
- Edelman, L. (2020, April 7). Video Conferencing 101 Guidance for early interventionists on using video conference for home visits (and other purposes) during the COVID-19 Pandemic. Early Childhood Technical Assistance Center. https://ectacenter.org/~pdfs/topics/disaster/Video_Conferencing_101.pdf