



## Helping parents interpret their child's test results to friends, family, or professionals

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After today you will be able to empower parents to :  
1- Explain commonly used terms in testing  
2- Relay why the testing matters to family, friends and other professionals

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### FAQ's from Parents

- What's the purpose of testing?
- Why do we do so many kinds of tests?
- What are the different kinds of tests?
- What does this testing mean about my child?




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## Reflective Questions

Question Content	Framework for Reflective Questioning			
	Question Type			
Knowledge/ Understanding (What is...?)	Awareness	Analysis	Alternatives	Action
What is your understanding of...? What is your understanding of...? What is your understanding of...? What is your understanding of...?	What do you know about...? What do you know about...? What do you know about...? What do you know about...?	What do you know about...? What do you know about...? What do you know about...? What do you know about...?	What do you know about...? What do you know about...? What do you know about...? What do you know about...?	What do you know about...? What do you know about...? What do you know about...? What do you know about...?
Practice (What are you doing?)	What are you doing about...? What are you doing about...? What are you doing about...? What are you doing about...?	What are you doing about...? What are you doing about...? What are you doing about...? What are you doing about...?	What are you doing about...? What are you doing about...? What are you doing about...? What are you doing about...?	What are you doing about...? What are you doing about...? What are you doing about...? What are you doing about...?
Outcome (What are the results?)	What are the results of...? What are the results of...? What are the results of...? What are the results of...?	What are the results of...? What are the results of...? What are the results of...? What are the results of...?	What are the results of...? What are the results of...? What are the results of...? What are the results of...?	What are the results of...? What are the results of...? What are the results of...? What are the results of...?
Evaluation (What are the implications?)	What are the implications of...? What are the implications of...? What are the implications of...? What are the implications of...?	What are the implications of...? What are the implications of...? What are the implications of...? What are the implications of...?	What are the implications of...? What are the implications of...? What are the implications of...? What are the implications of...?	What are the implications of...? What are the implications of...? What are the implications of...? What are the implications of...?

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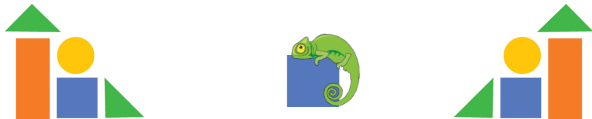
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## Balance giving and getting information

- Misunderstandings can create unnecessary barriers between professionals and parents




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## What are the tests?

### Information

- Audiograms
- Standardized Tests
- Curriculum Based Assessments
- Developmental Checklists

### Reflective Questions

- What do you already know about standardized test?
  - Curriculum based assessments
  - Developmental checklists




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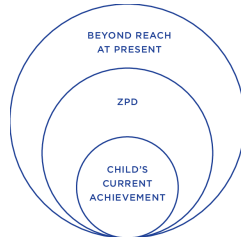
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## Why do we want them?

### Information

- Plan for growth
- Utilize strengths
- Provide support
- Guide intervention




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## Why do we want tests?

### Barriers

- Time intensive
- Increase negative behaviors
- Repetitive information
- Undervalued parent report

### Reflective Questions

- How are these objectives consistent with your goals for your child?
- What additional information should professionals have to understand your child?

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## How are they done?

### Standardized Test

- Standardized administration
  - Word for word prompts
  - Given the same way regardless of needs
- Check credentials required for administration




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### How are standardized tests done?

Barriers

- Snapshot of skills
- Lack of typical therapy supports
- Formal

Reflective Questions

- How does the administration of the test compare to strategies that have helped your child be successful?



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### How are they done?

Developmental Checklist

- Professional observation
- Parent report



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### How are developmental tests done?

Barriers

- Time intensive
- Restrictive requirements
- Overwhelming lists of skills
- Jargon

Reflective Questions

- What support do you need to fill out the checklist?
- What different opportunities will you need to see the skills?



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## How are they done?

### Curriculum Based Assessments

- Questions from the curriculum
- Formal or informal administration
- Periodic administration
- By a teacher (or under the direction of a teacher's aide)




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## Discussing how do we do curriculum based assessments?

### Barriers

- Administration differs from school to school

- How does this curriculum based assessment compare to your previous school?




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## What do we get from the test?

### Standardized Test

- Standardized score
- Age equivalent
- Percentile Rank

### Developmental Checklist

- Age equivalent

### Curriculum Based Assessments

- Baseline to determine academic needs
- To determine how much growth was made




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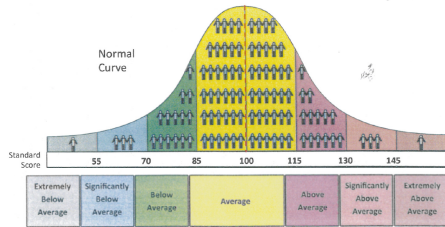
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## Standardized Scores




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## HEAR to LEARN

- Raw Score  
The number of correct or incorrect answers (depending on the test)
- Age Equivalent  
The age at which most children achieve this score/skill.
- Percentile Rank  
The percent of children this age whose scores are equal to or below the same score as your child.

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## Reflective Questions about scores

- How does this score compare with your observations of your child?
- How is their performance consistent with their same aged peers?
- What did you notice about the comparison between the age equivalent scores and the standard scores?
- How do you feel about the results we got in testing?




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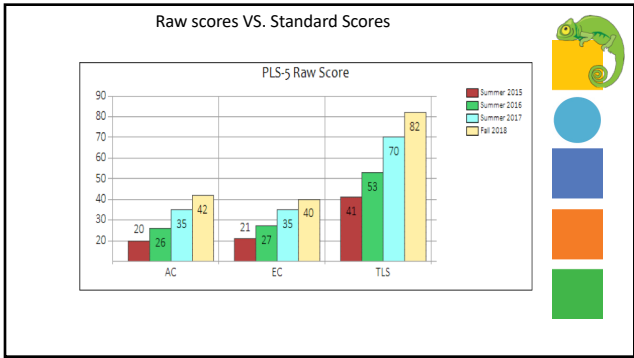
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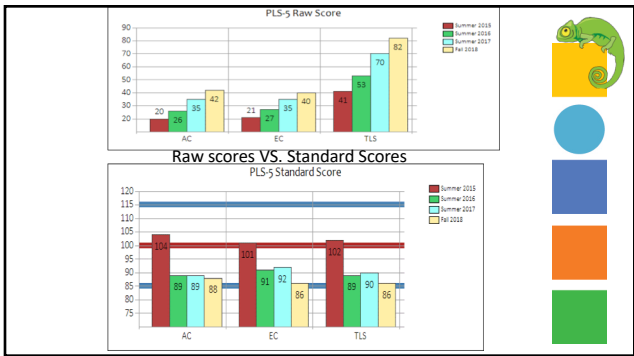
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### Reflective Questions

- What resources were supporting your child's growth in the raw scores?
- What other supports would your child need in order to increase their standard scores?
- What would it take for your child to be able to make more than a year's growth in a year's time.

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Questions?



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