Infant Toddler Developmental Assessment (IDA)

*Scoring Clarifications Update*

*July 2016*

*The IDA authors have updated the following clarifications of IDA scoring procedures that meet New Mexico’s system requirements and unique cultural and demographic make-up. These procedures will continue to be implemented in New Mexico within the FIT system.*

**IDA Procedures**

The procedures described below are incorporated into all IDA training in New Mexico. To compare clarifications described below with what is currently found in the Administration Manual, see pages 33-45.

**Overview**

When determining whether a child’s performance and development is either “competent” or “of concern” the IDA uses 3 factors:

* quantitative scoring from the Provence Profile (in the IDA Record)
* quality of the child’s abilities, performance, and
* starred items.

The following sequence is recommended when considering these three factors:

1. Total number of items completed with credit (+, R+) in each domain and appropriate age zone. (Refer to Scoring Criteria, IDA Administration Manual).

2. Consider strongly the qualitative aspects of the child’s performance

3. Consider importance of any starred items that did not receive credit in age zones BELOW the child’s chronological age.

These factors are noted directly on the Provence Profile (IDA Record) and described in the final report. Using informed clinical opinion, the team may determine that any of these factors may result in item(s) recorded as no credit or possibly emerging. While *the examiner seeks to* facilitate optimum performance for the child, the team’s opinion would be used to describe/document the child’s response to the task, previous experience with like tasks/behaviors, and the level of support used by the team to facilitate the child’s response. With these factors considered, the team then determines whether to give credit (+. R+) for that task/behavior.

**Substitutions**

The directions for scoring in the IDA Administration Manual (pg. 42) states: “an item completed in the age zone above may be counted as a success and substituted for an item missed in the zone below.” Use of substitutions has been problematic for New Mexico evaluation teams for several reasons including:

* In some cases, substitutions are made for related but different skills, for example, substituting a receptive language item for an expressive language item.
* Difficulty determining the child’s level of performance required for the IFSP.

***To ensure consistent scoring procedures for purposes of determining eligibility and levels of performance*** *as required in New Mexico’s FIT Program:*

* *To determine a level of relative competence in each domain area, use the zone where the child has achieved the most credit for items within that domain****.***
* *Score the Provence Profile for accurate scoring by noting successes in higher zones (older) in the IDA Record margins and include in the written evaluation report.*
* *For the specific purpose of determining eligibility and levels of performance as required in the New Mexico FIT Program, there will be* ***no substitutions of items from one zone to another in any domain.***

**Zone Selection:**

There are often questions about how many zones to use and confusion about how to use them. The following are steps to follow when choosing the zones appropriate for the child by the team:

* Choose a **minimum** of three (3) zones
* Select an age zone (usually child’s **current chronological age**). This is the **middle** zone.
* The other zones used are one above (younger than) and one below (older than) than the middle zone.
* Once the Service Coordinator or team has met the child & family – then decide if the zones chosen best match based on what you now know about the child. If not, adjust the zones to better match where the child appears to be developmentally.
* Can move higher or lower in **specific domain areas**, as needed, to determine competence. For example, if needed, within a domain area such as Language /Communication, it is allowable to move to younger or older items to achieve a relative level of competence.