

CROSSWALK: THE INFANT TODDLER DEVELOPMENTAL ASSESSMENT (IDA)

Publisher	Riverside Publishing
Website for information	www.riverpub.com
Cost	\$595.00 Complete IDA Kit (includes IDA Parent Report [25]; IDA Health Record Guide [25]; IDA Record Form [25]; Manipulatives in carrying case)
Age Range	Birth to 36 months
Purpose	The IDA is an integrated family-centered assessment process that addresses the health and development of children from birth to 3 years of age.
Areas Included	<ul style="list-style-type: none"> • Gross Motor • Fine Motor • Relationship to inanimate objects (Cognitive) • Language/Communication • Adaptive • Relationship to Persons (Social) • Emotions and Feelings States (Emotional) • Coping (Functional Use of Skills)
Time to administer	Varies
Evaluation Type	Curriculum-compatible structured format to integrate the “clinical process” of developmental assessment and parent-professional team decision making about early needs.
Scored	The IDA determines whether the child is considered “Competent” or “Of Concern” in each of the eight domains. Percentage of delay can be calculated.
Age norms	No
Age ranges given for items	Yes, based on normative data in research and literature
How frequently it can be given	Every 6 months
Standardized tasks	The Provence Profile uses a standard set of procedures for determining the most appropriate level (or levels) of items to administer to a child, as well as standard procedures and materials for administering the items. There are also standard methods for scoring the individual items and for applying the scoring criteria to identify a child’s developmental level in each domain.

Based on observation in natural settings	The Provence Profile is based on structured and naturalistic observations and parent reports of typical behaviors.
Curricular links	IDA scale items are compatible with general goals or entry points in prominent developmental curricula.
Parent role	The developmental observation and assessment is conducted with the parents. It includes structured tasks and natural and play-based observations and draws on information obtained from parents and other caregivers. Parents are active members of the team. They have an ample opportunity to ask questions as well as give input in the parent report.
Data provided on reliability	Field validations and psychometric analyses on reliability (interrater and internal consistency)
Data provided on validity	Validity (i.e., content, construct, concurrent, criterion) and efficacy and efficiency-of-use data.
Web-based data entry	No
Electronic scoring	Hand scoring
Other languages	No. Protocols and instructions are in English, but children are paired with evaluators who are fluent in the parent/child's native language. The Parent Report is available in Spanish.
Who administers	Early childhood educators, special educators, psychologist, social workers, nurses, speech-language pathologists, Occupational Therapists, Physical Therapists, early intervention specialists, family support workers
Comments	<ul style="list-style-type: none"> • Superb operational format to facilitate an integrated process of early developmental evaluation and decision making • Provides a general link between assessment and intervention • Ensures parent participation in the process • Integrates health concerns into decision making • Exemplar of a more authentic and collaborative form for future assessment procedures in early intervention.
Training available through the publisher	Yes, the IDA Institute; Train the Trainers seminars

**The Infant Toddler Developmental Assessment (IDA)
Crosswalk to Child Outcomes**

Outcome 1: Children have positive social relationships	Outcome 2: Children acquire and use knowledge and skills	Outcome 3: Children take appropriate action to meet needs
<p>Involves:</p> <ul style="list-style-type: none"> • Relating with adults • Relating to other children <p>Includes:</p> <ul style="list-style-type: none"> • Attachment/separation/autonomy <ul style="list-style-type: none"> ○ <i>P1 Looks at adult responds to voice</i> ○ <i>P3 Social smile</i> ○ <i>P3.1 Distinguishes parent</i> ○ <i>P4 & P5 Vocalizes or initiates social response</i> ○ <i>P5.1 Displeased at loss of social contact</i> ○ <i>P 7 Creates social contact</i> ○ <i>P 8 Reacts to strangers</i> ○ <i>P 8.2 Clings to familiar adult in distress</i> ○ <i>E 12 Begins to show anxiety at separation from parent</i> ○ <i>P 11.1 Understands “no”</i> ○ <i>P 11.3 Begins to object to separation</i> ○ <i>E 12 Begins to show anxiety at separation from parent</i> ○ <i>P 16.1 Shows oppositional behavior</i> ○ <i>P 16.2 Seeks affection or reassurance</i> ○ <i>P 17 Uses words to make needs known</i> ○ <i>P 19 Helps parents</i> 	<p>Involves:</p> <ul style="list-style-type: none"> • Thinking • Reasoning • Remembering • Problem-solving • Using symbols and language • Understanding physical and social worlds <p>Includes:</p> <ul style="list-style-type: none"> • Early concepts – symbols, pictures, numbers, classification, special relationships <ul style="list-style-type: none"> ○ <i>RI 12 Puts one object inside another</i> ○ <i>FM 11.1 Releases cube into cup</i> ○ <i>L 10.2 Recognizes names of 2 objects</i> ○ <i>L 14 Names 1 picture</i> ○ <i>L 15.1 Identifies 5 objects or pictures</i> ○ <i>L 16.2 Names 5 objects or pictures</i> ○ <i>L 17 Identifies 7 pictures</i> ○ <i>L 18.1 Responds to 1 comprehensive question</i> ○ <i>L 18.2 Tells use of 3 objects</i> ○ <i>L 19 Names 10 pictures</i> ○ <i>RI 19.2 Places forms in formboard</i> 	<p>Involves:</p> <ul style="list-style-type: none"> • Taking care of basic needs • Getting from place to place • Using tools <p>Includes:</p> <ul style="list-style-type: none"> • Integrating motor skills to complete tasks <ul style="list-style-type: none"> ○ <i>C 3.2 Comforts self with thumb or pacifier</i> ○ <i>C 4 Uses toys to amuse self</i> ○ <i>GM 9.2 Moves from sit to creep</i> ○ <i>C 6 Seeks or avoids objects by rolling</i> ○ <i>C 7 Pushes away an unwanted person or object</i> ○ <i>C 8 Uses locomotion to seek or avoid</i> ○ <i>C 11 Begins to detour around obstacles</i> ○ <i>C 12.1 Points or asks for desired object</i> ○ <i>C 13 Tries to do things for self</i> ○ <i>C 17 Tries to defend self</i> • Self-help skills (e.g., dressing, feeding, grooming, toileting, household responsibility) <ul style="list-style-type: none"> ○ <i>SH 7 Feeds self cookies or crackers</i> ○ <i>SH 9 Actively “helps” in</i>

<ul style="list-style-type: none"> • Expressing emotions and feelings <ul style="list-style-type: none"> ○ E 1 Expresses discomfort ○ E 2 Expresses pleasure ○ E 3 shows pleasure on social stimulation ○ E 3.2 Uses comforting when distressed ○ E 4 Shows anticipatory excitement ○ E 5 Excites in response to various stimuli ○ E 6 Shows displeasure at loss of contact ○ E 8 Squeals with pleasure ○ E 9 Shows displeasure t loss of toy ○ E 11 Expresses many recognizable emotions ○ E 13 Expresses affection toward familiar person ○ E 14 Shows anger toward persons or objects ○ E 15 Expresses oppositional feelings ○ E 16 Shows pride in new accomplishments ○ E 17 & 18 Shows a range of feelings & appropriate expression ○ • Learning rules and expectations <ul style="list-style-type: none"> ○ P 20 Begins cooperative play ○ P 21 Understands taking turns ○ C Begins to play cooperatively with peers ○ P 23 Plays cooperatively with children • Social interaction and play <ul style="list-style-type: none"> ○ P 3 Social smile 	<ul style="list-style-type: none"> • Imitation <ul style="list-style-type: none"> ○ L 7 Imitates sounds ○ L 10 Attempts to imitate words ○ RI 13.1 Uses object in imitation of adult ○ FM 12 Imitates scribble ○ P 18 Imitates adult activities (use of tools, housekeeping, etc.) ○ FM 17.2 Imitates vertical and horizontal strokes ○ FM 18.2 Imitates cross ○ RI 20.1 Imitates 3 cube structure • Object permanence <ul style="list-style-type: none"> ○ RI 9 Uncovers toy ○ RI 13 Finds toy behind solid screen ○ RI 14.1 Finds toy under cup ○ C 10 Looks for hidden object • Expressive language and communication <ul style="list-style-type: none"> ○ L 1 Vocalizes ah,eh,uh ○ L 2 Coos, chuckles ○ L 4.1 Vocalizes spontaneously to persons ○ L 6.1 Uses vocal signals to gain attention ○ L 7.1 Vocalizes mama, dada, ○ L 9.1 Has 1 word besides mama, dada ○ L 11.1 3-4 words ○ L 12 uses jargon ○ L 12.2 Has 5-6 words ○ L 13 Names 1 test object ○ L 13.2 Has 10 words ○ L 14 Names 1 picture 	<ul style="list-style-type: none"> ○ dressing <ul style="list-style-type: none"> ○ SH 10.1 Partically feeds self with spoon or fingers ○ SH 11 Handles cup well ○ SH 11.1 Feeds self well with spoon ○ SH 12 Helps with dressing ○ SH 14 Puts shoes on ○ SH 14.1 Feeds self competently ○ SH 15 Washes and dries hands and face • Acting on the world to get what one wants <ul style="list-style-type: none"> ○ C 6 Seeks or avoids objects by rolling ○ C 6.1 Uses vocal signals to gain assistance ○ C 7 Pushes away an unwanted person or object ○ C 8 Uses locomotion to seek or avoid ○ C 8.1 Uses toys to relieve tension or distress ○ C 9 Uses transitional object for self comfort ○ C 11 Begins to detour around obstacles ○ C 12.1 Points or asks for desired object ○ C 12.2 Rejects unwanted object or attention ○ C 13 Tries to do things for self <p>Gross Motor Fine Motor Self-Help Coping Behaviors</p>
--	--	---

<ul style="list-style-type: none"> ○ <i>P 4 Vocalizes social response</i> ○ <i>P 5 Initiates social contact</i> ○ <i>P 7 Creates social contact</i> ○ <i>P 9 Plays peek-a-boo</i> ○ <i>P 10 Plays pat-a-cake; bye; so-big</i> ○ <i>P 12 Hands toy or other object back and forth</i> ○ <i>P 13 Rolls ball to another</i> ○ <i>P 16 Plays "Where is your eye? Etc.</i> ○ <i>P 18 Imitates adult activities</i> ○ <i>P 20 Begins cooperative play</i> <p>Relationship to Person Emotions and Feeling States</p>	<ul style="list-style-type: none"> ○ <i>L 14.1 Uses words to make wants known</i> ○ <i>L 14.2 Has more than 20 words</i> ○ <i>L 16.1 Uses 3-word sentences</i> ○ <i>L 16.2 Names 5 objects or pictures</i> ○ <i>17.1 Asks simple questions</i> ○ <i>L 18.1 Responds to 1 comprehensive question</i> ○ <i>L 18.2 Tells use of 3 objects</i> ○ <i>L 18.3 Knows rhymes or songs</i> <p>Relationship to Inanimate Objects (Cognitive) Language & Communication</p>	
---	--	--