



IDELA VIDEO GUIDE: A SUPPLEMENT TO THE IDELA TRAINING VIDEOS

The IDELA training videos complement the existing PowerPoint slide decks and PDF materials used to train IDELA assessors. The videos are meant to be integrated with the other resources during an IDELA training, not used as a standalone training tool.

The video series covers 10 IDELA tasks and additional administration guidance. IDELA staff found that these 10 items tended to generate more administration questions challenges to new assessors. Use the prompts and questions below each video topic to engage your group and increase their assessment knowledge.

If you have questions or require further information please don't hesitate to contact IDELA (ide@savechildren.org).

Sorting and Classification

Why is the enumerator instructed not to touch the cards between the child's first and second sorting?

Collecting the cards after the child has sorted them once can be confusing for a child and they are likely to sort the cards in the same way again. Do not touch the cards before asking a child to sort the cards in a different way.

When is it appropriate to prompt in this task?

You may prompt when the child has sorted the cards in an incomplete way. Remember to only prompt one time.

Puzzle Completion

Why is it important for the child to have enough space to work for this task?

Children need enough room to move the cards around and create the puzzle picture.

What does the enumerator do if two minutes passes and the child is still working on the puzzle?

Score the number of pieces that are placed correctly and then gently guide the child to stop this task and start the next activity. IDELA does not use timing to pressure children, but rather to ensure that the assessment keeps moving and is held to a reasonable time.

Emotional Awareness

How would you score the first child's response when he gives same answer "take a deep breath" twice?

The second response is scored as incorrect because it is the same as the first response and therefore does not display multiple coping strategies for feeling sad.

How would you score the second child's response when she says that crying makes her feel sad?

Although a child may cry when they are sad, crying is a response to sadness, not a source of sadness. This response is scored as incorrect.

Children's responses to emotional situations can vary depending on cultural context. With other enumerators, discuss which self-soothing behaviors are appropriate for your context.





Empathy

In the second clip, the girl responds that the children in the picture is crying. Does the assessor appropriately prompt the girl?

*Crying is not a correct response to the question. Crying is a reaction to the feeling, not a feeling. Therefore the assessor appropriately prompts the child one time by asking **again** how the child in the picture is feeling.*

This video introduces more detailed scoring information, including the use of score “999”. In which cases is it appropriate to mark “999”?

When a question is skipped (intentionally or unintentionally) or a child refuses to engage in a task.

Conflict Resolution

In the second clip, the assessor repeats the question, “what would you do in this situation” after the child has already given a response. Why does she do this? Was it appropriate for her to ask the child to repeat himself?

The assessor asks the child to repeat his answer because she did not hear him the first time he responded. This is an appropriate reason to ask a child to repeat his answer.

The young boy in this clip turns his body away from the assessor when asked about how to resolve conflict. Should this affect the way his responses is scored?

Children sometimes turn away from the data collector when answering a question and some may hold an object to keep themselves focused. This is very normal for the 3-6 age range. This does not mean the child’s verbal response is incorrect.

Discuss amongst your group what counts as culturally acceptable behavior for young children. Would a child in your community respond the same way? Take some time to brainstorm this so that everyone is scoring the same way.

What is prompting? Discuss the different ways one could prompt during an assessment, being sure to include probing and repeating. Name two instances where it is OK to prompt, and two circumstances when it is not appropriate.

Probing should be used to clarify your understanding of a child’s response. Young child are still developing their verbal abilities so sometimes they speak very softly or say things that are unclear. We probe to make sure we clearly understand the child and their intended response.

You may repeat each question ONCE for the child. You may repeat a question for the reasons listed below. Wait for 5 seconds before repeating the question. This is important to standardize the way the assessment is administered and to allow children the necessary time to think and respond. Repeating a question is appropriate when:

- *the child does not respond or looks confused*
- *the child demonstrates that they have misunderstood the question by giving a response to a different question or by talking about something irrelevant or*
- *child requests for the question to be repeated*

When not to repeat or probe

- *after a child has provided an incorrect response, appropriate for the question. If the response is relevant to the question but is incorrect, accept the response and score appropriately.*





- *if you have already repeated or probed once and have waited the 5 seconds for the child to respond. It is very tempting to continue repeating a question and rephrasing it in different ways to help the child with the response, but this poses a big problem for standardizing an assessment because it gives unequal advantage to different children.*

Print Awareness

Are your data collectors trained as teachers? In this task, teachers often want to correct or teach the child. We appreciate your enthusiasm, but please do not do this. Stick to the script and to the assessment task.

This video mentions that a child may “self correct”. What does this mean in the context of the print awareness task?

When a child opens the book upside down and then turns it around to be appropriately oriented. Self correcting usually takes a few seconds, as the child examines the material.

If the child does not open the book correctly, how should the assessor proceed with the item?

The assessor should mark the first question in this item as incorrect and then turn the book right-side up and proceed with the next question.

First Letter Sounds

This video details the importance of neutral feedback. What words in your language or culture would work well for neutral feedback?

This is a task where it may be tempting to prompt or go off script. Which kinds of prompting are appropriate during this task?

It's very important to read this item exactly as it's written (notice the assessor in the first video reads each prompt from the tablet before asking the child to answer). The only prompting that is relevant to this task is repeating the question or list of words once if necessary.

Drawing a Person

Which types of prompts should an assessor avoid during this task?

Any comments that might prompt the child to draw more features or details are inappropriate and should be avoided.

What features are important to note in the child's drawing? Which types of features are not scored as points?

Head, body, arms, legs, hands, head, and two facial features (e.g., eyes, nose, mouth, ears, etc.) are all scored on the scoring sheet. Features like clothes, jewelry, and other accessories are not scored as part of the drawing.

Folding a Paper

The instructions are given mostly by action, not verbal directions. Review with your group which directions are given verbally, and which ones are given by action. Practice the task with each other, playing the roles of the assessor and the child.

What does prompting look like in this task?

Demonstrating the fold again for the child. Like other tasks, prompting should only be done one time.





Hopping

The hopping tasks requires that you have enough space for you and child to move around. What other considerations need to be taken into account when choosing a location for the assessment?

Safety is another concern with this task. Make sure the area chosen is free from any potentially dangerous objects or areas. In addition, if you are working with a child who has a physical disability or for some other reason cannot safely complete this task, skip it and mark the score sheet with 'Refused/Skipped (999)'.

Additional Administration Guidance

Before the assessment, you must gain two types of permission. What are they and where do they come from?

IDELA requests that you gain parent or teacher permission, as well as child assent. Your team should use a standard consent form for parents. One is available in the IDELA toolkit. For the child, you must read the script from the Administration Guide and gain assent from the child to proceed with the assessment.

Discuss the differences between scoring “0” and scoring “999”. What are some examples of behavior that would cause you to score “999”?

0 is the score for an incorrect response, or if the child says, “I don’t know.” 0 means the child does not have or did not demonstrate the skill being assessed. 999 is the score for when a child refuses to answer the question or when the question is skipped. This does not mean the child does not know the answer, it means that no response was given.

For scoring tasks like hopping, what is the highest number you can record as the child’s score? If they hopped 14 times, what number would you record?

The highest score on any task is 10, even if the child did more.

