

IDA Part C Crosswalk 2016-17

Summary Information: Infant-Toddler Developmental Assessment (IDA) Record with Provence Birth-to-Three Developmental Profile

Publisher	ProEd Publishing
Website for information	IDA Institute website (www.ida-institute.org) 860-232-0890
Cost	\$559 for a complete kit
Age range	Birth to 36 months of age
Purpose	"IDA is a comprehensive, multidisciplinary, family-centered process designed to improve early identification of children birth to three years of age who are developmentally at risk. IDA is an integrated process that includes the Provence Birth-to-Three Developmental Profile... Developed by a multidisciplinary team of professionals to meet a policy-based need, IDA provides a framework for the review and integration of data from multiple sources, including previous evaluations. IDA helps determine the need for monitoring, consultation, intervention, or other services for the child and family and may be used to develop an Individualized Family Service Plan (IFSP)."
Areas included	Gross Motor Fine Motor Relationship to Inanimate Objects Language/Communication Self Help Relationship to Persons Emotions & Feeling States Coping Behavior
Time to administer	Varies
Scored	Yes-Items are 'scored' as follows: Behavior present and observed, behavior not observed/absent; behavior reported to be present; behavior reported to be absent; emerging; refused. Instructions say to "Score all items in the lowest and highest age zones used for each child."
Age norms	Provence Profile provides performance age ranges
Age ranges given for items	Yes-Age ranges = 1 to 2 months, 2 to 4 months, 4 to 7 months, 7 to 10 months, 10 to 13 months, 18-24 months, 24 to 30 months, 30 to 36 months, 36 to 42 months.
How frequently can it be given	Any frequency; works well for monitoring progress and child outcomes

Standardized tasks	Data may be obtained from "parent interview(s), administration of tasks, and observations in structured and informal situations
Based on observation in natural settings	
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Based on information requested from parents or providers	Data may be obtained from "parent interview(s), administration of tasks, and observations in structured and informal situations."
Data provided on reliability	Reliability coefficients for the Provence domain scores range from .90 to .96 for ages 1 to 18 months and .79 to .96 for ages 19-36 months. Inter-rater reliabilities range from .91 to .95 for seven of the eight domains and .81 for the remaining domain.
Data provided on validity	The content, construct, criterion-related, and predictive validity of the IDA and Provence Profile have been examined.
Web-based data entry	
Electronic scoring	
Other languages	Available in Spanish
Who administers	<i>"The Infant-Toddler Developmental Assessment (IDA) is practiced by service providers from the full range of developmental disciplines, including early childhood educators and special educators, psychologists, psychiatrists, social workers, pediatricians, nurses, speech-language pathologists and therapists, occupational therapists, physical therapists, early intervention specialists, family center and family support workers. Those who provide assessments using the IDA function as developmental generalists and also contribute the expertise of their own disciplines both at the training and in the assessment process."</i>
Training	Training sessions must be conducted by IDA trained personnel

Infant-Toddler Developmental Assessment (IDA) Record: Crosswalk to Child Outcomes

Outcome 1: Positive social relationships

3. Relationship to Inanimate Objects

12.a (extends toy to adult)

4. Language/Communication

4.a, 8.a, 8.c, 9 (Vocalizes spontaneously to persons; plays pat-a-cake; responds to 'no'; extends toy to adult)

6. Relationship to Persons

1-3, 4-5.a, 7, 8.a-9, 10-11, 11.b-13, 14-17, 19-23.a (Looks at adult; social smile; creates social contact; plays peek-a-boo; begins to object to separation; seeks affection or reassurance; begins cooperative play; talks about daily events; etc)

7. Emotions & Feeling States

1-19 (Expresses discomfort; shows pleasure on social stimulation; shows anticipatory excitement; laughs aloud; expresses many recognizable emotions; expresses affection toward familiar persons actively; labels feelings in self, etc)

8. Coping Behavior

12, 14, 18 (Shows pleasure in new skills; begins to play cooperatively with peers, child becomes more versatile---language and social skills in coping with stress or tension.

Outcome 2: Knowledge and skills

2. Fine Motor

12, 16.a, 17, 17.b, 18.b (Imitates scribble; executes circular stroke with crayon; imitates vertical and horizontal stroke; imitates cross; etc).

3. Relationship to Inanimate Objects

1-4, 5.a, 7, 9-12, 13, 13.a, 14.a-15, 16-16.a, 18, 19, 20.a, 20.c, 21 (Looks at object: follows visually; uncovers toy; puts one object inside another; knows use of 3 objects; copies circle; etc)

4. Language/Communication

1-4, 4.b-6, 7-8, 8.b-10.b, 11.a-14, 14.b-19.a (Vocalizes ah, eh, uh; attends to voices squeals; imitates sounds, uses dada, mama as names, recognizes names of 2 objects; has 5-6 words; follows 2 directions; uses 3 word sentences; Identifies 7 pictures; Tells use of 3 objects; etc)

6. Relationship to Persons

6, 7.a, 9.a, 11.a, 13.a, 18 (Distinguishes parent; facial mimic, imitates knocking with hand; responds to pick up gesture; understands "no"; imitates actions; imitates adult activities)

8. Coping Behavior

10 Looks for hidden object

Outcome 3: Action to meet needs

1. Gross Motor

1-21* (Holds head steady; rolls: supine to prone; supports weight: bounces actively; sits alone, 1-2 minutes; crawls on belly; walks well alone; runs well; jumps on floor with both feet; walks up stairs; etc)

2. Fine Motor

1-19* (Retains rattle; rakes pellet; releases cube into cup; builds a cube structure; cuts paper with scissors; etc)

12, 16.a, 17, 17.b, 18.b (imitates scribble; executes circular stroke with crayon; imitates vertical and horizontal stroke; imitates cross; etc)

3. Relationship to Inanimate Objects

5, 6, 8, 14, 15.b, 17, 17.a, 19.a, 20.b (Reaches and grasps toy; displeased at loss of toy; works to obtain toy out of reach; builds towers of cubes)

4. Language/Communication

6.a, 11, 14.a (Uses vocal signals to gain attention; indicates wants by pointing; uses words to make wants known)

5. Self-Help

1-15.b* (Comforts self by sucking thumb or fingers; works to obtain toy out of reach; feeds self cookie or cracker; handles cup well; helps with dressing; washes and dries hands and face; etc)

6. Relationship to Persons

8, 15, 17 (Pushes/Moves to avoid; indicates wants by pointing, uses words to make wants known)

8. Coping Behavior

1-9, 11, 12.a-13, 15-17 (Shows avoidance; comforts self with thumb or pacifier; uses vocal signals to gain assistance; uses toys to relieve tension or distress; points or asks for desired object; tries to do things for self; etc)

*Many of the skills in this area are precursors for functional behaviors. Precursor skills may not be appropriate or expected for some children, including those with sensory or motor impairments. Skills and behaviors that are not precursor to, or components of, any specific outcome were not included in the crosswalk. These included:

Gross Motor: 12. Casts ball, 14.a. Hurls ball, 16.a. Kicks large ball after demonstrations, 20.b. Rides tricycle using pedals

Fine Motor: 11.b. Releases ball.

Relationship to inanimate objects: 17.b, 19.b, 20.e, Formboard tasks, 20. Understands how to string beads. Carries or hugs doll or teddy bear, 15.a.

This Crosswalk was prepared by the Early Childhood Outcomes Center (ECO) in partnership with the IDA Institute.

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