

WVBTT Authentic Assessment Practice Profile

	Critical Element	Unacceptable Practices	Emerging Practices	Best Practices
Everyday Routines and Activities	The practitioner identifies the experiences that make-up the child's everyday activities and routines.	The practitioner focuses on developmental skills without gathering information on the child's participation within daily activities and routines.	The practitioner gathers information about the child's participation in the typical daily routines of the family but sticks to a schedule-type format.	The practitioner uses observations and conversational interviewing to understand the family's daily activities and routines. The practitioner uses open-ended questions and encourages the family to express and expand beyond their typical daily schedule to include the child's participation in routines.
Developmental Skills in Multiple Contexts	The practitioner identifies child behaviors and developmental skills in the context of family routines and daily activities.	The practitioner completes the evaluation/assessment with the child while the family watches the interactions occurring between the practitioner and child.	The practitioner completes the evaluation/assessment with the child and encourages the family's participation. The practitioner will ask the family to share their experiences with a certain developmental skill, if there is inconclusive evidence from the practitioner-child interactions.	The practitioner completes the evaluation/assessment using observation and conversational interviewing to encourage the family to share information about the child's functional abilities across multiple settings. The practitioner gains an understanding of the child's functional behaviors, as well as how those behaviors impact/affect the child and family in their daily activities and routines.
Adult Interaction Styles and Child Preferences	The practitioner identifies the child and family characteristics, materials, and interaction styles that assist with maintaining the child's participation in everyday family routines and activities.	<p>The practitioner identifies child preferences based solely on what the child attended to during the formal assessment, and the items from the practitioner's evaluation tool.</p> <p>Identification of child/adult interaction styles are based on experiences between the practitioner and the child.</p>	<p>The practitioner uses a question-answer type format with the family to verify their observations identifying interests, motivators, materials and activities that support the child's participation.</p> <p>The practitioner notices the interactions between parent-child and reports their observations in the evaluation/assessment report.</p>	The practitioner uses conversation, an empathetic approach, and observation to identify: parent interaction styles; objects and toys available in the home; and family characteristics that enhance or detract the child's participation in the family's daily activities and routines.
Recommendations to Enhance Child Participation	Based upon the observations and interview with the family, the practitioner recommends evidence-based practices for encouraging the child's participation in the family's daily life.	The practitioner recommends the specialties of therapists that should be a part of the team, and/or recommends the frequency and intensity of therapy sessions.	The practitioner provides recommendations based solely on the results of the evaluation/assessment that explain what the family should be doing to enhance the child's developmental skills sets.	The practitioner uses family priorities, and information shared during the family assessment and the evaluation/assessment process to identify recommendations for evidenced-based practices that may enhance the child's participation in the daily routines and activities of the family.
Reporting Authentic Information	The practitioner produces a family-friendly and usable report that illustrates the child's functional skills, in the context of the family's life.	The practitioner generates a clinical report using highly technical terms. The report focuses on developmental scoring and skill sets, in the context of the evaluation/assessment only.	The practitioner generates a report that reflects their observations and the results of the evaluation/assessment tools, based solely upon isolated developmental skills. If technical terms are used they are defined for the family's benefit.	The practitioner generates a report that describes the child's levels of development and areas of need using family-friendly language. The report includes a description of the child's functional abilities in context of the child and family's day-to-day activities, and identifies the child's interests, motivators and preferences.