

Chapter 4

Objectives



- Define focused assessment, and discuss the rationale for its use
- Give examples of models and methods that fit into a focused assessment framework
- Identify considerations and guidelines for implementing focused assessment

Chapter 4


Characteristics of Focused Assessment



- The assessor concentrates multiple behaviors across different areas into a single situation.
- The assessor uses specific strategies to elicit targeted skills.
- The assessor must rely on a certain amount of clinical judgment because skills are assessed qualitatively instead of quantitatively.
- Nonformal methods, such as anecdotal notes and checklists, are used and allow for the documentation of holistic, complex behaviors and skills.
- Assessment situations usually occur within the context of familiar activities and situations.

Chapter 4

Focused-Based Assessment Models and Applications



1. Concentrated encounters (Cazden, 1977)
2. Nonstandardized elicitations (Lahey, 1988)
3. Structured play (Notari-Syverson, O'Connor, & Vadasy, 1998)
4. Communication and Symbolic Behavior Scales (CSBS; Wetherby & Prizant, 1993)
5. Observation during routine events (Bartoli & Botel, 1988)
6. Structured assessment tools:
 - Play Assessment Scale (PAS; Fewell, 1986)
 - Symbolic Play Scale (Nicolich, 1977)
 - Transdisciplinary Play-Based Assessment (TPBA; Linder, 1993)

Chapter 4

Advantages and Limitations of Focused Assessment



Advantages

- Transdisciplinary approach
- Meaningful context
- Flexibility
- Efficiency

Limitations

- Required planning time
- Lack of standardized procedures
- High level of expertise required