TSC Category	Early Intervention and Learning Support Development					
TSC	Child Screening and Assessment					
TSC Description	Manage Early Childhood screening and assessment to gather information, and work with specialist professionals to meet child needs					
TSC Proficiency	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Level 6**
			ECC-PPR-3018-1.1	ECC-PPR-4018-1.1	ECC-PPR-5018-1.1	ECC-PPR-6018-1.1
			Conduct screening and assessment of children's strengths and needs according to their developmental milestones, and formulate interventions plan based on data gathered from the screening and assessment	Guide colleagues on the case conceptualisation and intervention plan formulation based on the data gathered from screening and assessment	Manage the supervision of colleagues to ensure that the intervention is planned according to the child's development milestones and principles	Synergise the implementation of structures to ensure quality in the screening, assessment, intervention and evaluation process
Knowledge			• Functions of Early Childhood screening and assessment • Purposes and roles of the assessor during screening • Principles of developing Individualised Education Plan (IEP) • Types and uses of screening tools based on scientific evidence, practicality, standardisation and formality • Assessment processes and approaches • Methods of observation and gathering information from the child, parents and teachers • Importance of maintaining confidentiality for children and their families • Sensitivity in answering parents' questions and	• Considerations and implications of screening and assessment process • Best practices in screening and assessment for Early Childhood • Supervisory and mentoring skills in guiding colleagues	• Theories, philosophies and practices of linking screening and assessment to intervention and evaluation • Linked systems approach in screening, assessment, intervention and evaluation • Principles of multidisciplinary collaboration for conducting a holistic evaluation of the child to formulate interventions	• Latest trends and developments in the screening, assessment, intervention and evaluation process • Best practices in screening, assessment, intervention and evaluation process

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			obtaining their consent for screening • Case Filter Meetings			
Abilities			• Screen the child using assessment tools • Present cases at Case Filter Meetings • Evaluate data from screening to formulate an IEP to meet the needs of the referred child • Conduct on-going assessment to monitor child's progress • Work with parents and teachers to recognise the child's developmental needs in a timely manner • Report findings of the screening and assessment outcomes • Maintain confidentiality of the child and their families by ensuring the safekeeping of data from the screening conducted • Consider the individual child or family factors that may affect the screening process • Communicate to parents professionally and emphatically on the outcomes of the assessment	• Evaluate data from screening and assessment to determine whether the formulated IEP meets the needs of the referred child • Provide guidance and supervision to colleagues on the screening and assessment processes and approaches • Evaluate the quality of screening and assessment tools and approaches	• Evaluate the quality of the child's IEP based on the assessment data in meeting the needs of the referred child • Lead collaboration between multidisciplinary teams, educators and specialist professionals for assessing outcomes and planning interventions • Foster strong relationships with families to provide the optimal development of the child • Review the relationship between screening, assessment, intervention and evaluation for possible improvements	• Oversee training structures to guide professionals in the screening and assessment process • Drive innovation in the screening, assessment and evaluation process based on latest trends and developments • Mentor colleagues in reflecting on the ways to enhance the screening, assessment and evaluation process • Build a culture of communication and collaboration through establishing partnerships with practising early childhood educators, school leaders, families, as well as allied health professionals

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