Supports for Analyzing

Kristie Pretti-Frontczak, early childhood expert and researcher, notes that when we analyze information, we examine, explore, or scrutinize information needed to make important decisions. Therefore, we can define the step of analyzing as the process of examining relevant information by looking for patterns and trends from what has been gathered, documented, and summarized. Below are questions you can ask yourself as you analyze information and tips you can use:

Checklist For Analyzing:
1. Have we gathered, documented, and summarized enough information?
2. Is the information we have gathered, documented, and summarized, trustworthy?
3. What reoccurring or predictable patterns did we fine?
4. Is the child’s performance changing over time or staying the same?
5. Were differences in the child’s performance found based upon time of day, people who were present, demands of the situation, etc.?
6. Is there anything we were expecting to find and didn’t?
7. Do all team members understand the patterns and trends that are being identified?
8. Have we identified patterns of strength in particular?
9. Have we compared the child’s performance to trustworthy indicators or benchmarks regarding development and learning?
10. Have we analyzed the patterns and trends in order to make sound instructional decisions?

Tips For Analyzing:
Analyzing has to with “inspecting” the data in order to identify useful information, generate conclusions, and support instructional decisions. A primary “thing” we look for are patterns, which are events that reoccur, typically in a predictable manner and trends are related to the general direction in which something is moving (up, down, not moving). Following are examples of patterns:

- Unexpected performance: Represents instances where the child demonstrates a skill that seems higher or harder than what is expected for their age or is missing a skill that is easier or should have emerged earlier in development. This pattern also is sometimes referred to as having splinter skills.
- Need for assistance: Represents instances where objects from the environment and/ or people have to complete part or all of the task/response for the child.
- Interfering behaviors: Represents instances when a child demonstrates something other than the desired or expected concept or skill.