

PSYC 8530: EARLY CHILDHOOD ASSESSMENT FALL 2019; M/W 2:30-3:45

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COURSE DESCRIPTION:

Early Childhood Assessment is intended for students in the School Psychology graduate training program who have completed the following prerequisites: PSYC 8520 and PSYC 8540. The class is limited to 10 students and students must be able to fulfill all course requirements including a service learning experience.

This course introduces students to the assessment of children during early development including infancy, toddler, preschool, and early primary ages. Assessment is discussed as it relates to problem-solving and data-based decision-making (i.e., diagnosis, treatment, and program evaluation). Students learn the principles of working with young children and their families, caregivers and service providers, and how these principles are used in conducting valid and reliable assessments that, in turn, lead to appropriate interventions. Considerable time is spent ensuring that students are proficient in assessment techniques commonly used in early childhood and in providing written and oral feedback about the assessment results and how they translate into interventions and progress monitoring.

TEACHING METHODOLOGY AND STUDENT ROLE IN COURSE

Students are expected to be active participants in their learning process. Teaching methodologies include lectures, discussion, guest lectures, and service learning activities. The service learning approach allows students to apply course content to the early childhood environment. To receive the maximum benefit from these teaching methodologies, students prepare for class by carefully reading the assigned materials, downloading power point presentations from the course Blackboard site, and developing ideas and questions about the content. Thus, students should come to class prepared for discussions and actively engage in the learning process. Class time will be spent in lecture and discussion with the discussion allowing students an opportunity to relate the reading material to the service-learning experiences as well as other relevant activities. (Class time will NOT be spent arranging tests and testing logistics.) At all times, students are expected to do their best work and take personal responsibility for their learning. If any student should need individual assistance, s/he can contact the course instructor who will be available for individual meetings.

PROGRAM TRAINING OBJECTIVES:

Based on the UNO School Psychology Program's philosophy, students are trained according to certain objectives throughout their coursework. The specific action steps that

correspond to each objective and that directly relate to the teaching, content, and goals of this course are included in the table. The training objectives can be found in the Program Handbook.

Objective	Class Activity	Evaluation
All Domains	Reading assignments and reflection, class discussion, service learning paper	Participation rubric, service learning paper grade and evaluation
Domain 9	Reading assignments and reflection, class discussion, service learning paper	Participation rubric, service learning paper grade and evaluation
Domain 1	Service learning project	Problem-solving rubric; Reflection
Domain 2	Consultation during intervention case	Reflection section of paper
Domain 1	Lecture, reading, reflection, discussion, and practice assessments	Videos, reports, case study assessment techniques
Domain 3	Service learning project	Problem-solving rubric
Domain 4	Intervention cases	Evaluation of intervention effectiveness utilizing progress monitoring data and use of the problem-solving rubric that addresses effectiveness
Domain 6	Service learning project	Student reflection and evaluation of service learning paper
Domain 8	Discussing family needs and priorities, practice reporting data to parents and to staff	Service learning summaries; Case studies; Evaluation of Case Study presentations
Domain 5	Diversity is addressed throughout course and a class is devoted specifically to this topic	Student reflections
Domain 10	Service learning experience	Student reflections
Domain 10	Class discussion and reflection	Class Discussion rubric
Domain 10	Class lectures (early childhood assessment, ethics, standards)	Evaluation of service learning case and reflection
Domain 1	Assessments and interventions	Charting the interventions

COURSE GOALS

In general, I want you to leave the course with enough knowledge and skill to make contributions to early childhood settings. You will apply previously learned skills to early childhood contexts and learn new skills that, in turn, generalize to other age ranges.

Specifically, the course goals are as follows. By the end of the semester,

1. Students will understand the purpose of assessment in early childhood.
2. Students will apply the problem-solving approach to the early childhood setting.
3. Students will learn different methods of assessment utilized in early childhood.
4. Students will be proficient at administering selected tests and will have the skill to administer tests not covered in class.
5. Students will learn to communicate assessment results orally to parents, teachers, administrators and staff.
6. Students will learn to communicate assessment results in written reports.
7. Students will understand how to obtain the most reliable and valid assessment information for young children.
8. Students will understand and be sensitive to family/cultural issues in early childhood.
9. Students will understand how assessment relates to intervention in this population.
10. Students will use their assessment and intervention skills in their Service Learning Project.
11. Students will meet the needs of a community agency through their Service Learning project.
12. Students will understand how public law affects the process of assessment and service in early childhood.
13. Students will learn the history and context of early childhood assessment and services.
14. Students will learn the ethical standards as applied to early childhood.

COURSE REQUIREMENTS:

Class Participation: (15%)

All students are expected to participate in class discussions by asking questions, contributing ideas, and generating thoughtful discourse. Students will prepare for discussion by reading assigned material and completing the Reading Reflection Form (at the end of the syllabus). The forms will be turned in at the end of class. Students' participation and the Reading Reflection Form will be graded after each class.

Service Learning Experience: (35%)

Process: Students participate in a Service Learning experience in an early childhood setting. The sites include Head Start and Early Childhood Intervention classrooms. The first step in this experience is to meet with the teacher and determine which students would benefit from play, pre-academic concepts, social or behavioral interventions. A play assessment and behavior/social observations will help determine the specific nature of these interventions. Teachers and staff are an excellent source of information. Subsequently, students develop an individualized problem-solving plan for one or more of the children. The plan should be developed collaboratively with the early childhood teacher. The UNO student is responsible for managing all aspects of the problem-solving process but this does not necessarily mean s/he will also be implementing the intervention and collecting data; however, in most cases the UNO student implements the intervention. Regular visits to the site (2-3 times per week) and contacts with the staff are necessary for case management. The week of December 5th will be your last week in the classrooms.

Class time can be used to discuss service learning. Additionally, students can meet with the instructor for additional guidance.

Required Components

Intervention Cases

- Students will submit a *2-3 page report including charts and graphs*.
- The *Intervention Planning Worksheet* must also be included along with *references* that informed the intervention.
- Two copies of the report must be submitted and one will be given to the Service Learning site. The course instructor will collect and submit the reports to the sites.

Reflection (10 pages)

- Students write a reflection of the experience that includes how the class readings and discussion related to the project.
- The reflection section will be 5 pages in length.
- Students will relate their service learning experience to **course content** (4 pages) and also comment on **what went well** and **what they would have done differently** (1 page).

Logs

- Students will log their hours and submit them with the final report.
- Logs should include the following information:
 - Name

- Date and time of activity
- Brief description of activity and reflection.

Test/Observation Protocols (25%)

Students are required to turn in the entire protocol (and ALL corresponding material, such as copying forms) for every test administered. Missing material counts as a major error. The parent permission form must be submitted with each protocol. If the permission form is not attached, the protocol will be returned and will be graded when it is resubmitted with the permission form. Late assignment policies will apply.

Protocols will be carefully graded for accuracy. Errors *must* be corrected and resubmitted within one week of the date that it was graded and returned before the student receives credit for the protocol. The points earned, however, will be based on the initial submission of the protocol combined with any subsequent errors. More information about grading is provided as an attachment to this syllabus.

Protocols are available in the School Psychology Lab and should be arranged through the Lab TA.

Students are required to submit a minimum of the following number of test protocols for a total of **17 protocols**: (Give test AFTER class discussion/lecture.)

Tests	#
Early literacy	2
Vineland-3	5
SSIS	1
DAS-II Early Years (2 Lower; 1 Upper)	3
WPPSI-IV (learn on own) (1 2:6-3:11; 1 4-7)	2
PIECES	2
BASC-3	2

Protocols may be submitted early. Furthermore, each student has 1 Pass. This Pass should be used when you will be late in turning in a protocol. To use a Pass, the student must email the instructor and the TA prior to the class in which the protocol is due. **Protocols are due prior to class time on the due date and should be placed in the course TA’s mailbox before class.**

Reports (10%)

Students will write reports for a subset of their test administrations. The report writing grading rubric can be found in the Program Handbook. More information about report writing and the format will be provided in class. Substandard reports will have to be rewritten to meet the mastery criteria and must be resubmitted within one week in order to receive credit. The highest grade that a resubmitted report can receive is 80%. **The protocol must be submitted with the report.** The following reports are required:

- 1 WPPSI-IV
- 1 PIECES
- 1 DAS-II
- 1 Vineland-3

- 1 SSIS
- 1 BASC-3
- 1 Developmental History

Case Study (5%)

Students will write a complete case study integrating the information obtained from several assessment procedures listed below. Children selected for the case study should be between the ages of 2 and 5 years old.

- Developmental history
- 1 IQ test (WPPSI-IV or DAS-II)
- PIECES results
- Adaptive behavior – Vineland-3
- BASC-3 or SSIS
- Observation in school or child care setting or home (only if child does not attend school or a child care setting outside of the home)

This case study will be graded according to how well the assessment information is **integrated**.

Videos (10%)

Students are expected to submit a video of **2 different test administrations** (i.e., DAS, and Vineland). The **corrected, mastery-level protocol** must be submitted at the same time as the video. A copy of the protocol is acceptable. Written permission must be obtained from parents for the taping. Videos should be made when students feel they are competent to administer the test.

Prior to submitting the video, the student must review the tape and list any errors they find and comment on their performance. If they find more than 5 errors, the tape should not be submitted. A Self-Evaluation form will be provided in class and this form is submitted (typed) with the video. Extensive self-evaluation is viewed favorably by the instructor.

The instructor will review videos and then students will receive written and/or oral feedback. Mastery level skills are expected. If the student does not meet mastery criteria (i.e., no major errors, no errors found that the student did not find *and* no more than 5 minor errors – major and minor errors are explained in the attachment) and demonstrate proficiency with the instrument, s/he will have to redo the video.

The video grading rubric can be found in the Program Handbook.
(Bring entertaining videoclips from your testing to show in class.)

For Reports and Videos, please include the protocol. Do not expect the TA to provide the protocol. Do not expect the professor to find the protocol. It MUST be included or late penalties will apply.

It is critical to plan ahead! If you have problems, talk with the instructor and the TA – in that order.

Do not procrastinate. It is imperative that you notify the Instructor immediately if you are having difficulty with any of the course requirements/timelines.

GRADING SCALE

A+	99-100%
A	93-98%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	below 60%

COURSE POLICIES:

Late Assignments: Assignments must be turned in at the beginning of class on their due date. If an assignment is turned in late, the final grade of that assignment will be lowered by one letter grade per day that it is late. (Assignments turned in late on the due date are considered one day late.)

Incompletes: Incompletes will be given only under extreme circumstances.

Attendance: Excessive absenteeism (more than 2) and tardiness (more than 4) will result in a penalty in the overall grade lowered by a half grade for each infraction. There will be no approved drops after the official date (see University Catalog).

Electronic Devices: Students may bring electronic devices to class as long as they are not used unless permission is given. Phones may only be in view if the student has asked and was granted permission to keep it available.

SCHEDULE OF LEARNING ACTIVITIES

This schedule may be modified to meet the needs of the students. Any updated versions of the syllabus will be posted on Canvas.

Readings are available on Canvas, unless they are from a source required for a previous class (i.e., Sattler, Best Practices).

*A **Reading Reflection Form** (end of syllabus) is due whenever there is a reading assignment. When more than one chapter is assigned, make sure to address each chapter on your form.

Date	Activity/Topic	Readings/Assignments (All assignments are expected to be completed by the corresponding class date unless otherwise specified)
8/26	<ul style="list-style-type: none"> ● Course Introduction ● Service Learning Introduction ● Orientation to Lab Procedures ● Tips from your TA 	
8/28	<ul style="list-style-type: none"> ● Introduction to laws, policies, and influences ● Review IPW process 	<ul style="list-style-type: none"> ● Bracken & Nagle, ch. 1 ● Power Point ● Review IPW process and bring questions
9/2	<ul style="list-style-type: none"> ● No Class – Labor Day 	
9/4	<ul style="list-style-type: none"> ● PLAIS: Play Assessment and Intervention System 	<ul style="list-style-type: none"> ● PLAIS Website (www.plaisuno.com) ● BP VI, DBCDM, ch.17 ● Pianta ch. 13 ● PLAIS Power Point
9/9	<ul style="list-style-type: none"> ● PLAIS: Play Assessment and Intervention System ● Application of play assessment/intervention 	<ul style="list-style-type: none"> ● PLAIS Power Point ● Practice coding and bring questions
9/11	<ul style="list-style-type: none"> ● Play Assessment and Intervention applications 	<ul style="list-style-type: none"> ● Practice coding and bring questions
9/16	<ul style="list-style-type: none"> ● Skillstreaming ● Introduction to Testing Young Children 	<ul style="list-style-type: none"> ● Skillstreaming Power Point ● Bracken & Nagle, ch. 7 ● Intro to Testing Power Point
9/18	<ul style="list-style-type: none"> ● DAS-II 	<ul style="list-style-type: none"> ● Sattler, ch. 17 – no RRF ● Preview DAS prior to class ● DAS Power Point
9/23	<ul style="list-style-type: none"> ● DAS-II 	<ul style="list-style-type: none"> ● Prepare for in-class presentation
9/25	<ul style="list-style-type: none"> ● Service Learning Discussion 	<ul style="list-style-type: none"> ● Bring IPW ● Protocol #1
9/30	<ul style="list-style-type: none"> ● Report Writing 	<ul style="list-style-type: none"> ● Report Writing Power Point ● Protocol #2
10/2	<ul style="list-style-type: none"> ● Adaptive Behavior Assessment 	<ul style="list-style-type: none"> ● Sattler ch. 11

	<ul style="list-style-type: none"> ● Vineland-3 ● 	<ul style="list-style-type: none"> ● Protocol #3 ● Report # 1
10/7	<ul style="list-style-type: none"> ● Vineland-3 	<ul style="list-style-type: none"> ● Report #2 ● Protocol #4
10/9	<ul style="list-style-type: none"> ● Vineland-3 	<ul style="list-style-type: none"> ● Bring Vineland questions
10/14	<ul style="list-style-type: none"> ● Social Skills Assessment ● Behavioral Assessment ● Class Discussion of Early Childhood Applications 	<ul style="list-style-type: none"> ● SSIS Manual ● BASC Manual ● Bagnato, ch. 9 ● Sattler, ch. 10
10/16	<ul style="list-style-type: none"> ● Developmental Histories ● Social and Behavioral Learning 	<ul style="list-style-type: none"> ● Protocol #5 ● Report #3 ● Pianta chs. 19, 20 ● Review CSEFEL website (http://csefel.vanderbilt.edu)
10/21	<ul style="list-style-type: none"> ● No Class – Fall Break 	
10/23	<ul style="list-style-type: none"> ● Early Academic Assessment and Intervention 	<ul style="list-style-type: none"> ● BP VI – DBCDDM, ch. 11 ● Report #4 ● Protocol #6 & #7
10/28	<ul style="list-style-type: none"> ● Mental Health in Early Childhood 	<ul style="list-style-type: none"> ● Mental Health Power Point ● Protocol #8 ● Report #5
10/30	<ul style="list-style-type: none"> ● Mental Health in Early Childhood 	<ul style="list-style-type: none"> ● Protocol #9 ● Video #1
11/4	<ul style="list-style-type: none"> ● Family Focus 	<ul style="list-style-type: none"> ● Luby, chs. 2 & 11 ● Protocol #10 & 11
11/6	<ul style="list-style-type: none"> ● Culturally Sensitive Practices ● Understanding Poverty 	<ul style="list-style-type: none"> ● Pianta, chs. 6, 7, & 8 ● Report #6 ● Protocol #12
11/11	<ul style="list-style-type: none"> ● Head Start Guest Speakers 	<ul style="list-style-type: none"> ● Review ECLKC https://eclkc.ohs.acf.hhs.gov/ ● Review National and local Head Start Association Website www.nhsa.org and Sarpyheadstart.org
11/13	<ul style="list-style-type: none"> ● Kindergarten ● Preschool Expulsion 	<ul style="list-style-type: none"> ● Protocol #13 & #14 ● Reading TBD
11/18	<ul style="list-style-type: none"> ● Buffett Early Childhood Institute- Guest Lecturer: Anna Welch 	<ul style="list-style-type: none"> ● Protocol #15 & #16 ● Report #7 ● Review BECI website
11/20	<ul style="list-style-type: none"> ● Discuss Case Studies and MDTs ● Giving feedback to families 	<ul style="list-style-type: none"> ● Protocol #17 ● Video #2
11/25	<ul style="list-style-type: none"> ● Early Childhood Task Force Project 	<ul style="list-style-type: none"> ● TBD
11/27	<ul style="list-style-type: none"> ● No Class – Thanksgiving Break 	

12/2/18	<ul style="list-style-type: none"> ● Early Childhood Task Force Project 	<ul style="list-style-type: none"> ● TBD ● Case Studies Due
12/4	<ul style="list-style-type: none"> ● Mock MDTs 	<ul style="list-style-type: none"> ● Student: ● Student: ● All protocols due – even if not mastery
12/9	<ul style="list-style-type: none"> ● Mock MDTs 	<ul style="list-style-type: none"> ● Student: ● Student: ● Student:
12/11	<ul style="list-style-type: none"> ● Mock MDTs and conclusion 	<ul style="list-style-type: none"> ● Student: ● Student:
12/18	<ul style="list-style-type: none"> ● Service Learning Presentations 	<ul style="list-style-type: none"> ● Service Learning Requirements are all due by the start of class (Report, IPW, Reflection, Log)

Bracken, B. A., & Nagle, R. J. (Eds.) (2007). *Psychoeducational assessment of preschool children, 4th ed.* Lawrence Erlbaum Associates: New Jersey.

Luby, J. L., (2017). *Handbook of preschool mental health: Development, disorders, and treatment, 2nd ed.* The Guilford Press: New York, NY.

Pianta, R. C., & Barnett, W. S. (Eds.) (2012). *Handbook of early childhood education.* The Guilford Press: New York, NY.

Protocol Grading Guidelines

Each protocol is worth a maximum of 25 points.

Major Errors: (each major errors results in a 5 point deduction)

1. Starting points
2. Incorrect use of tables, basal, and/or ceiling rules that results in a score that is outside the confidence interval of the actual score.
3. Missing material (e.g., copying forms that the child produced)

Minor Errors:

1. Age calculation that doesn't affect starting points (2 pt. deduction)
2. Incorrect use of tables (score remains inside confidence interval) (2 pt. deduction)
3. Basal or Ceiling rule error (score remains inside confidence interval) (2 pt. deduction)
4. Incorrect scoring of an individual item (1 pt. deduction)
5. Omitted item (1 pt. deduction)
6. Mathematical error (1 pt. deduction)
7. Other (1 pt. deduction)

Reading Reflection Form

Your Name:

Date:

Three things I want to remember from this reading:

Three important links to prior learning (classes, work, etc):

Three Questions about the Topics:

1)

2)

3)