

**PSYC 8530: EARLY CHILDHOOD ASSESSMENT**  
**FALL 2020; M/W 2:30-3:45**  
**ASH 292/Remote**

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**Office Hours:** (via zoom) M 1:00-2:30; W 1:00-2:30 or as scheduled

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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. 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 Canvas 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.

<b>Objective</b>	<b>Class Activity</b>	<b>Evaluation</b>
<b>All Domains</b>	Reading assignments and reflection, class discussion, service learning paper	Participation rubric, service learning paper grade and evaluation
<b>Domain 9</b>	Reading assignments and reflection, class discussion, service learning paper	Participation rubric, service learning paper grade and evaluation
<b>Domain 1</b>	Service learning project	Problem-solving rubric; Reflection
<b>Domain 2</b>	Consultation during intervention case	Reflection section of paper
<b>Domain 1</b>	Lecture, reading, reflection, discussion, and practice assessments	Videos, reports, case study assessment techniques
<b>Domain 3</b>	Service learning project	Problem-solving rubric
<b>Domain 4</b>	Intervention cases	Evaluation of intervention effectiveness utilizing progress monitoring data and use of the problem-solving rubric that addresses effectiveness
<b>Domain 6</b>	Service learning project	Student reflection and evaluation of service learning paper
<b>Domain 8</b>	Discussing family needs and priorities, practice reporting data to parents and to staff	Service learning summaries; Case studies; Evaluation of Case Study presentations
<b>Domain 5</b>	Diversity is addressed throughout course and a class is devoted specifically to this topic	Student reflections
<b>Domain 10</b>	Service learning experience	Student reflections
<b>Domain 10</b>	Class discussion and reflection	Class Discussion rubric
<b>Domain 10</b>	Class lectures (early childhood assessment, ethics, standards)	Evaluation of service learning case and reflection
<b>Domain 1</b>	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 learn the history and context of early childhood assessment and services.
3. Students will learn different methods of assessment utilized in early childhood.
4. Students will be proficient at administering selected assessments and will have the skill to administer assessments 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 apply the principles of social justice to early childhood populations.
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 ethical standards as applied to early childhood.
14. Students will learn about mental and behavioral health in early childhood.
15. Students will use data to determine the effectiveness of their service learning project.

## **COURSE REQUIREMENTS:**

### **Class Participation: (15%)**

All students are expected to participate in class discussions by asking questions, contributing ideas, and generating thoughtful discourse.

### **Discussion Leader Activity (10%)**

Students will be responsible for providing content to their classmates and facilitating a discussion on an article or book chapter. Each student will have 30 minutes to present the information and facilitate discussion. About half the time should be spent presenting and half in discussion. The articles will be distributed and assigned in September.

### **Service Learning Experience: (30%)**

Students participate in a service learning experience in Sarpy County Head Start, or similar setting, where they will be assigned to a class to provide socials emotional learning instruction virtually. This may be in pairs or individually depending on the needs.

The TA and/or instructor will review the lessons prior to delivery.

Report. At the end of the semester, students will submit a report including:

- Summary of lessons
- Outcome data

#### Reflection (5 pages)

- Students write a reflection of the experience that includes how the class readings and discussion related to the project.
- 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 (20%)**

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 **13 protocols**: (Give test AFTER class discussion/lecture.)

<u>Protocols</u>	<u>#</u>
Early literacy	2
Vineland-3	5
SSIS	2
PIECES (with video)	1
BASC-3	2
Developmental History	1

Protocols may be submitted early. **Protocols are due prior to class time on the due date and should be uploaded onto Canvas before class. In addition, if class meets on campus, the hard copy of the protocol should be placed in the TA's mailbox prior to class time.**

### **Reports (15%)**

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 PIECES
- 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
- PIECES results
- Vineland-3
- BASC-3
- SSIS

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

### **Video (5%)**

Students are expected to submit a video of a **Vineland interview**. The **corrected, mastery-level protocol** must be submitted at the same time as the video. Written permission must be obtained from parents for the taping. Videos should be made when students feel they are competent to administer the interview effectively.

Prior to submitting the video, the student must review it and list any errors they find and comment on their performance. If they find more than 5 errors, the video should not be submitted. Extensive self-evaluation is viewed favorably by the instructor.

The instructor will review the videos and then students will receive written and/or oral feedback. Mastery level skills are expected. If the student does not meet mastery criteria and demonstrate proficiency with the instrument, s/he will have to redo the video.

***For Reports and your Video, 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.***

***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). ***This policy will be modified as needed in response to Covid-19.***

***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. (applies to in person classes)

## SCHEDULE OF LEARNING ACTIVITIES

**This schedule may be modified to meet the needs of the students and any other need for change.**

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

Date	Activity/Topic	Readings/Assignments (All assignments are expected to be completed by the corresponding class date unless otherwise specified)
8/24	Course Introduction Service Learning Introduction	
8/26	Service Learning Introduction – cont. Tips from your TA	Service Learning Power Point Review ECLKC <a href="https://eclkc.ohs.acf.hhs.gov/">https://eclkc.ohs.acf.hhs.gov/</a>
8/31	Skillstreaming Social Emotional Learning	Skillstreaming Power Point Review CSEFEL website ( <a href="http://csefel.vanderbilt.edu">http://csefel.vanderbilt.edu</a> )
9/2	Continue discussing service learning Assessing intervention impact	Work on Service Learning Bring questions to class Contact your HS teacher by this date
9/7	Labor Day – no class	
9/9	Mental Health in Early Childhood	Power Point Meeting with Avy scheduled by this date (you don't have to have held the meeting yet)
9/14	Introduction to laws, policies, and influences Begin PLAIS	Bracken & Nagle, ch. 1 Power Point Work on Service Learning
9/16	PLAIS: Play Assessment and Intervention System	PLAIS Website ( <a href="http://www.plaisuno.com">www.plaisuno.com</a> ) BP VI, DBCDM, ch.17 PLAIS Power Point
9/21	PLAIS – cont.: Application of play assessment/intervention	PLAIS Power Point Practice coding and bring questions Meeting with Avy has been held.
9/23	PLAIS – cont.: Applications	Practice coding and bring questions
9/28	Meet with service learning partner – no class meeting	Finalize your first lesson
9/30	Early Academic Assessment	BP VI – DBCDDM, ch. 11 One recorded lesson is due
10/5	Report Writing Developmental Histories	Report Writing Power Point



10/7	Adaptive Behavior Assessment Vineland-3	Sattler ch. 11
10/12	Vineland-3	Bring Vineland questions – study the protocol PIECES Coding and Video (Protocol #1)
10/14	Vineland-3	Study the Vineland and be ready to conduct mock interviews PIECES Report (Report #1)
10/19	No Class – Fall Break	
10/21	Social Skills Assessment Behavioral Assessment	SSIS Manual BASC Manual Protocol #2
10/26	RIOT in Early Childhood	Protocol #3 & #4 Report #2
10/28	Preschool Expulsion	Report #3 Protocol #5 & #6
11/2	Facilitator Facilitator	Protocol #7 Report #4
11/4	Facilitator Facilitator	Protocol #8 & #9
11/9	Facilitator Facilitator	Report #5 Protocol #10 & #11
11/11	Facilitator Facilitator	Protocol #12 & #13
11/16	Facilitator Facilitator	Vineland video due
11/18	Facilitator Discuss Case Studies Giving feedback to families	
11/23	Facilitator Facilitator	All protocols due – even if not mastery
11/25	No Class – Thanksgiving Break	
11/30	Discuss Mock MDTs Q/A about Service Learning Reports	
12/2	Mock MDTs	Student: Student: Student: Student: Case Studies due
12/7	Mock MDTs	Student: Student: Student:

		Student: Student:
12/9	Mock MDTs	Student: Student: Student: Student:
12/14 2:30-4:00	Service Learning Discussion	Service Learning Requirements are all due by the start of class

## **Protocol Grading Guidelines**

Each protocol is worth a maximum of 20 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)

## Appendix: Covid Modifications

**These guidelines apply to all program related activities.**

**In person versus zoom attendance policy:** If you, or anyone in your living arrangement, are experiencing any symptoms of Covid-19, please participate via zoom.

**Masks** must be worn appropriately per CDC guidelines covering the mouth and nose.

No **food or drink** is allowed in class.

**Social distancing** is required for in person classes. There will be no exceptions. Please do not move desk/chairs in classrooms.

Use **hand sanitizers** upon entering class. Use CDC guidelines for hand washing and don't touch your face.

If you have been **exposed** to Covid-19, please isolate and do not come to campus.

Abide by the **rules of your school placement** regarding in person or remote attendance.

### **Zoom Guidelines**

Have your camera on.

Find a quiet place, if possible. Sit at a desk or table.

Keep unmuted as much as possible.

Engage as you would if participating in person. Zoom is not a reason to remain quiet.

Dress as if you were coming to campus for class.