Course Description

This course introduces Ed.S. and Ph.D. students to the standards, systems and stakeholders involved in early childhood both nationally and in the state of Illinois. The primary goal of this course is to provide an overview of school psychology services for children aged birth to five and their families. This includes the profession of early intervention and the roles of school psychologists in EI, ECSE, and typical/inclusive preschool settings. The course begins with a basic introduction to development in children birth to five, followed by an introduction to the field of early childhood education. Class sessions then focus on assessment and intervention approaches that are appropriate for the youngest and most vulnerable of children.

School psychology students take CIEP 481 for four purposes:

- To address a critical portion of the developmental continuum with relevance to the work of school psychologists at every level of B-12 education
- To earn the portion of their Illinois licensure/credentialing that covers this age group
- To prepare them for work with young children in practicum and internship sites, which can be required not only in EC settings, but in both elementary and secondary settings as well
- To reinforce and spark interest in working with children from birth to five, who are among the most underserved in Illinois

The primary campus-based component of the course focuses on authentic, developmentally appropriate practice in the assessment of infants, toddlers, and preschool children, as well as the role of assessment in school psychology services for young children and their families. Students will gain experience in the administration of an assortment of formal and authentic instruments/approaches that are designed to gather information meeting ten criteria for developmentally appropriate assessment in early childhood (Bagnato, 2007). These include utility, acceptability, authenticity, equity, sensitivity, convergence, collaboration, congruence, technological application, and outcomes alignment; all of these assessment standards will be addressed in CIEP 481. An understanding of psychometrics and experience in cognitive assessment will prove helpful in this course. Students will explore assessment across all domains of development (communication, social-emotional development,
cognitive ability, motor skills, adaptive behavior, and pre-academic skills) and collaborate to complete a play-based assessment of development with a young child.

CIEP 481 also addresses service delivery and interventions for young children; a portion of each class session is devoted to these topics, and students will select an area of interest in which they will specialize and lead discussion sessions during the summer term. All of these objectives serve the broader goal of developing knowledgeable, reflective and responsive school psychology professionals who work to collaborate with diverse families to facilitate the development and readiness of young children, particularly those with special needs.

Conceptual Framework and Diversity

“Professionalism in Service of Social Justice” is the conceptual framework infused into all programs within the School of Education. The underlying beliefs or principles that form the foundation of this framework include sensitivity and concern for others as essential societal values, and also the belief that caring for others will enhance the moral core of our communities and via a ripple effect, our society and the world as well. A desire to help others is an admirable first step, but collaborating cross-culturally to make a lasting impact beyond the level of the individual involves a more specialized set of competencies, some of which will be emphasized in this course. A commitment to the challenging interpersonal work involved in transdisciplinary, family-focused assessment is among the tools to be developed here. This work translates a social justice orientation into direct action, as early childhood education is a field in which children and families are too often underserved or poorly served. Improving the quality and effectiveness of early childhood education and intervention helps to address a system suffering from numerous inequities – in funding and infrastructure, in who is served, and in the quality of those services. The following Conceptual Framework Standards are specifically addressed in this course, with primary standards addressed in CIEP 481 shaded:

<table>
<thead>
<tr>
<th>CF Standards</th>
<th>Candidates demonstrate...</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF1:</td>
<td>...an understanding of a current body of literature and are able to critically evaluate new practices and research in their field</td>
<td>- Class lectures addressing the state of the field in relation to a range of assessment topics</td>
</tr>
<tr>
<td>CF2:</td>
<td>...knowledge and skills in a variety of school and professional settings.</td>
<td>- Testing and play-based assessment assignments</td>
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<tr>
<td>CF3:</td>
<td>...an understanding of issues of social justice and inequity.</td>
<td>- Class lectures which highlight features of underserved populations</td>
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<tr>
<td>CF4:</td>
<td>...skills that will enable them to work effectively with diverse clients.</td>
<td>- Class lectures and activities - Testing and play-based assessment assignments</td>
</tr>
<tr>
<td>CF5:</td>
<td>...technological knowledge and skills which enhance education.</td>
<td>- Class lectures on test administration and limitations of traditional forms of assessment. - Professional development</td>
</tr>
<tr>
<td>CF6:</td>
<td>...professional decision-making skills and behaviors in advancing social justice and service.</td>
<td>- Class discussions regarding assessment decisions and collaboration with families</td>
</tr>
<tr>
<td>CF7:</td>
<td>...how moral and ethical decisions shape actions directed toward service to others.</td>
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</tr>
<tr>
<td>CF8:</td>
<td>...an ability to apply principles in professional decision-making.</td>
<td>- Assessment activities - Integrated Report</td>
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</table>
Required readings
These are listed in the course calendar and available in the Resources section of Sakai.

Recommended texts
The list below includes examples of texts you might purchase as preschool assessment resources. The strengths and limitations of each of these texts for school psychologists will be discussed in class. Texts with asterisks include readings used in CIEP 481:


Test protocols and observation/record forms
Copies of any needed test protocols, including those below, will be provided by the instructor: Bayley Scales of Infant and Toddler Development-3, Battelle Developmental inventory-2. Observation and record forms, as well as developmental age tables for the TPBA-2, will all be provided by the instructor via Sakai.

Course Outcomes
The course is primarily designed to address the following NASP domains: data-based decision-making; consultation and collaboration; interventions instructional support to develop academic skills; family-school collaboration services; diversity in development and learning; research and program evaluation; and legal, ethical, and professional practice. The following represent the primary outcomes of CIEP 481. Students will:

A. Utilize an understanding of child development in evaluating young children across the following areas of development: fine and gross motor, cognitive, language and social emotional, adaptive behavior, and play. (NASP 1, 2, 4, 7, 10)

B. Recognize the developmental characteristics and instructional needs of young exceptional children in general and special education classrooms. (NASP 1, 2, 3, 8, 10)

C. Acquire skill in using diagnostic and assessment techniques as a basis for eligibility determination and curricular planning. (NASP 2, 3, 4, 7, 9)
D. Utilize current peer-reviewed research to describe the current state of the field of early childhood assessment. (NASP 9, 10)

E. Relate to caregivers the results of comprehensive assessments in a way that integrates formal and authentic assessment data.

F. Differentiate between observational data on children’s skills/development/behavior and interpretive statements which serve to summarize and integrate those observations.

G. Engage in collaborative play-based assessment activities, and apply this experience in an individual play-based session utilizing a choice of theoretical models.

H. Recognize the appropriate uses and practical, theoretical, and psychometric limitations of formal assessments when applied to infants and young children.

I. Identify major issues and barriers in valid, reliable assessment of very young children, as well as strategies for addressing them.

**IDEA Learning Objectives**

The following IDEA learning objectives are emphasized in CIEP 481:
- Gaining factual information (terminology, facts, methods, and trends).
- Developing specific skills, competencies and points of view needed by professionals in the field most closely associated with this course.

**Dispositions**

All students are rated on dispositions in the course which are aligned with the overarching areas of Professionalism, Fairness and a belief that All Students Can Learn. These dispositions are critical for professional and ethical behavior for school psychologists. The rubric for evaluating the dispositions of those in the PhD School Psychology Program is found in the program handbook at: http://www.luc.edu/media/lucedu/education/pdfs/hankbk_spsy-phd_1.8.2014.pdf, while the rubric for those in the EdS School Psychology program are found in the program handbook at: http://www.luc.edu/media/lucedu/education/pdfs/handbk_spsy-eds_1.21.2014.pdf

**Methods of Instruction**

This hybrid course will take place both on campus and online. It will include instructor and student led lecture/discussion, assessment demonstrations, and multimedia presentations, as well as other activities.

**Course Requirements**

Your responsibilities in this course include class attendance and participation, and completion of assignments (including observations, assessments, papers, quizzes, and in some cases professional development). These assignments are described in separate documents posted in the Assignments section of Sakai. You are responsible for ensuring that you clearly understand assignment expectations in advance of their due dates. Thoroughly reviewing this syllabus and keeping track of assignment due dates are essential steps toward that goal.
**Technology and Electronic Communication**

Technology is an essential tool for developing one’s own professional skills and for completing any degree program. This course assumes a basic and practical knowledge of technology. It assumes that students will be proficient at word processing (including creating tables and diagrams), communicating consistently and promptly via the LUC Outlook e-mail, uploading and downloading files, preparing PowerPoint presentations, and using the Sakai course management system. If you are not familiar with any of the preceding skills/technology, it is your responsibility to become so.

As for the use of technology in class, research suggests that one of the best predictors of students’ appropriate technology use is instructor clarity. In that spirit, I encourage you to use tablets and computers in ways that:
- make it easier for you to take notes and remember key content and policies
- empower you to find and use materials related to the course
- enable you to collaborate with your classmates

I discourage and subtract Participation/Professionalism points for the use of technology that:
- distracts me or your classmates (disengagement is distracting by definition)
- interferes with your engagement and participation
- involves communication with others outside of class (i.e., the use of cellphones or social media, neither of which should be used at any time in class)
- leads others to question your professionalism and/or maturity

**Assignments for CIEP 481**

1. **Professional development**
   Description omitted for open access

2. **Formal assessment library assignment and write-up**
   Description omitted for open access

3. **Best practices Google Site**
   Description omitted for open access

4. **TPBA: Transdisciplinary Play-based Assessment and integrated assessment report**
   Description omitted for open access.

5. **Discussion sessions**
   Description omitted for open access.

6. **Participation in online and in-class discussion sessions**
   Description omitted for open access.

7. **EI case study assignment**
   Description omitted for open access.
8. Attendance
It is your responsibility to attend class, arriving and departing at the appropriate times. While it is helpful for me to know if you must miss a class, missed classes or tardiness will still result in point deductions for both attendance and participation. Missing more than two classes will result in an automatic failing grade for the term.

General Policies
Assignments
Assignments must be submitted according to their calendar due dates. If an assignment is going to be submitted late, the instructors must be notified so that arrangements can be made w/r/t how and where to turn it in. It is imperative that work be completed on time because of the accelerated timeline of the summer session. For this reason, you must plan ahead and stay organized. Point deductions will be made according to the following schedule:
   a. 1 to 4 days late: 10% of points will be deducted
   b. 5 to 7 days late: 30% of points will be deducted
   c. more than 7 days late: 50% of points will be deducted

All written assignments (with the obvious exception of test protocols and notes) must be typewritten and conform to the reference formats specified in the Publication Manual of the American Psychological Association, 5th edition. Please submit a paper copy of each assignment in class. In rare instances where electronic copies must be submitted, please send to both instructors. This will serve to document the date of submission. Then submit a paper copy either in class or to the appropriate office/mailbox. Early assignments are always welcome.

Academic Honesty
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility
Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/

EthicsLine Reporting Hotline
Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third
party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here [online] or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member’s ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

[www.luc.edu/ethicsline](http://www.luc.edu/ethicsline)
## Course Grading for CIEP 481

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Submitted to</th>
<th>Due date</th>
<th>Collaborative?</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development</td>
<td>Google site (evidence to Sakai)</td>
<td>Thursday of Week 6</td>
<td>No</td>
<td>10</td>
</tr>
<tr>
<td>Google site in best practices in Infant-toddler and preschool prevention, assessment, and intervention/instruction</td>
<td>Google site</td>
<td>Weekly</td>
<td>No</td>
<td>15</td>
</tr>
<tr>
<td>EI case study assignment</td>
<td>Sakai</td>
<td>End of Week 3</td>
<td>No</td>
<td>20</td>
</tr>
<tr>
<td>Library assignment on formal assessment</td>
<td>Sakai</td>
<td>End of Week 2</td>
<td>Your choice</td>
<td>15</td>
</tr>
<tr>
<td>Formal instrument scoring and interpretation</td>
<td>Instructor - Report to Sakai</td>
<td>Week 4</td>
<td>Your choice</td>
<td>20</td>
</tr>
<tr>
<td>TPBA with video and integrated assessment report*</td>
<td>Instructor - Report to Sakai</td>
<td>End of Week 5*</td>
<td>Yes</td>
<td>75</td>
</tr>
<tr>
<td>Attendance</td>
<td>N/A</td>
<td>Refer to policy</td>
<td>N/A</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Sessions</td>
<td>Email readings to peers and draft PPT to instructor - Final PPT to Sakai</td>
<td>As scheduled</td>
<td>In some cases</td>
<td>25</td>
</tr>
<tr>
<td>Active positive participation, including others’ discussion sessions</td>
<td>N/A</td>
<td>Refer to syllabus and assignment description</td>
<td>N/A</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>200</strong></td>
</tr>
</tbody>
</table>

* deadlines requiring family involvement will be flexible.

### Grading Scale

- **A** = 92-100%
- **A-** = 90-91%
- **B** = 84-89%
- **B-** = 80-83%
- **C** = 76-79%
- **C-** = 70-75%
- **D** = 60-69
- **F** = below 60