

LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION
Prevention, Assessment, and Intervention: Early Childhood
CIEP 481
Spring 2018
Lynne Rooth Golomb, Ed.D.
Room 1105 Lewis Towers
Email Address: bestuc@hotmail.com
lgolomb@luc.edu
312 543-0586
SYLLABUS

Teaching Assistants

Melissa Bravo

Email Address: mbravo1@luc.edu

Kiley Callahan

Email Address: kcallahan3@luc.edu

Carly Tindall

Email Address: ctindall@luc.edu

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. Class sessions will also include information in areas of assessment and intervention approaches that are appropriate for the youngest and most vulnerable of children.

School psychology students take CIEP 481 to:

1. Address a critical portion of the developmental continuum with relevance to the work of school psychologists at every level of B-12 education.
2. 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.
3. 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 and understanding of development 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 exposure 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. 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. Students will explore assessment across all domains of development (communication, social-emotional development, cognitive ability, motor skills, adaptive behavior and pre-academic skills). You will also begin to learn about the collaborate skills necessary to complete a play based assessment 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. 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.

Required Texts

1. Garro, Adrienne (2016) . Early Childhood Assessment in School and Clinical Psychology. New York. Springer. ISBN 978-1-4939-6347-8
2. Linder, Toni (2008). Transdisciplinary Play Based Assessment, Second Edition (TPBA2). Baltimore, MD. Brookes Publishing. ISBN: 978-1-55766 871-4
3. Linder, Toni (2008). Transdisciplinary Play Based Assessment, Administrative Guide, Second Edition (TPBA2). Baltimore, Md.

Brookes Publishing. ISBN 13 978-1557668738

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:

1. Learn basics tenets of child development including Erickson and Piaget
2. Become familiar with using observation in authentic assessment
3. Develop knowledge of Early Childhood and Early Intervention
4. Understand the implication of screening and assessment in Early Childhood
5. Provide hands on experience with some early childhood instruments
6. Introduce the use of TPBA as a tool in assessment
7. Understand the importance of culture and family in early childhood assessment
8. Introduce the role of the school psychologist in diagnosis and treatment of autism, anxiety and other psychological disorders
9. Become familiar with the role of MTSS in early childhood programming

APA Competencies

1. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups and/or organizations.
 - a. Demonstrates basic knowledge of the scientific, theoretical and contextual basis of test construction and interviewing
 - b. Demonstrates basic knowledge of administration and scoring of traditional assessment and measures.
 - c. Demonstrates knowledge of measurement across domains and practice settings
 - d. Demonstrates basic knowledge regarding the range of normal and abnormal behavior in the context of human development and diversity.
 - e. Demonstrates basic knowledge of formulating diagnosis and case conceptualization
 - f. Demonstrates awareness of models of report writing and progress notes.

2. Applications based on Individual and Cultural Context

a. Demonstrates basic knowledge of and sensitivity to the scientific, theoretical and contextual issues related to ICD (as defined by APA policy) as they apply to professional psychology. Understands the need to consider ICD issues in all aspects of professional work.

IDEA Learning Objectives

The following IDEA learning objectives are emphasized in CIEP 481:

1. Gaining a basic understanding of the subject (e.g. factual knowledge, methods, principles, generalizations, theories).
2. Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course.

Electronic Communication Policies and Guidelines

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:

http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf
http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf

Ethics Line 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 on-line 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

Conceptual Framework

The School of Education conceptual framework is: Social Action Through Education. Utilizing the constructs of ethical practice you will strive to meet these goals. Our conceptual framework of the School of Education can be found by clicking this link:

www.luc.edu/education/mission/

Disposition

Professional demeanor, suitability for practice and attitude with which the candidate approaches others, learning instruction and the profession will be assessed with the consequences of such conduct influencing successful course completion and program continuation.

Dispositions will be assessed each semester according to the forms available in the Student Handbook. The purpose of assessing dispositions including, professionalism, inquiry and social justice.

Course Technology Policy

The use of electronics (cell phones, computers) is often a necessity of modern life, but also interferes with participation in class, particularly in this interactive course. Please refrain from using electronic devices in class if their use (e.g., surfing the internet, checking and/or deleting email, text messaging, typing other than taking notes) does not pertain directly to your participation in our course; use of electronics in these ways will negatively impact your course participation grade. Abuse of this policy may result in restricted use of technological devices during class.

Knowledge Base

The Loyola University program of studies in School Psychology is designed to prepare students to assess, consult and design behavioral and cognitive science instructional interventions. Prior to pursuing the internship, the intern is expected to have a basic knowledge base related to a wide range of psychological and cognitive assessment instruments as well as curriculum based measurement and using problem solving procedures to address educational questions. The intern is expected to be able to administer these instruments and to craft a clearly articulated written reports. The intern is also expected to be able to provide counseling services to school age children and youths. During the internship, the intern is expected to increase his/her familiarity with the literature and to keep abreast of developments in the field. This will be accomplished through readings and attendance at professional seminars and workshops during the year. Specific activities are included in the internship plan.

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on STUDENT IDEA LOGIN on the left hand side of the page.

Disposition Link

All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise. Please see our disposition forms in your handbook.

LiveText Link

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link

This link (www.luc.edu/education/syllabus-addendum/) directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully. This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.

Diversity

In concert with the mission statement for the School of Education, faculty, academic activities and learning environments will be sensitive and driven by individual, cultural, social and economic diversity awareness and respect. Diversity is addressed in the internship by presentations and discussions including topics such as nature and content of culture, immigration, gender rights and poverty.

Plagiarism

It is important to reiterate the policy of Loyola University regarding plagiarism. The following is an excerpt from information shared by The English Department and should serve as a reminder to all students.

Definition:

Plagiarism is the intentional or unintentional appropriation of ideas, language, or work of another without sufficient acknowledgement that the material is not one's own. Although, it is generally recognized that everything an individual has thought has probably been influenced to some degree by the previously expressed thoughts and actions of others and that therefore no thought can be purely original, such influences are general ones, affecting an entire way of seeing things and expressing thoughts. Plagiarism, however, involves the taking of specific words or ideas of others without proper acknowledgement.

Some students seem to believe that there are different degrees of plagiarism, some of which are not as bad as others...(I) wish to make clear that there are no distinctions between...

1. Copying from a published source without proper documentation.
2. Purchasing a pre-written paper.
3. Letting someone else write a paper for you or paying someone to do so,
4. Submitting as your own someone else's unpublished work, either with or without permission.

APA Style/ Writing

Graduate education places a strong emphasis on developing writing skills and the ability to communicate effectively. All papers should be submitted in APA 6thEdition format.

Should papers have significant errors in APA formatting, they will not be accepted as complete. Quality of writing is also of high importance. If a student has significant concerns regarding their writing ability, they should consult the University Writing Center (<http://www.luc.edu/writing/>).

Course Schedule

Date	Topic	Assignment	Activities	Presenter
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01/16	Introduction Child Development 101	Readings: Erickson Piaget	Guiding Questions Small-Group Discussion Activity	Lynne
01/23	Integrative Assessment Authentic Assessment Observations	Readings: Chapter 1 (Garro) Chapter 5	Guiding Questions Small-Group Discussion Activity Observation activity and discussion https://www.youtube.com/watch?v=7nQxWCn_dBg	Lynne
01/30	Early Intervention Early Childhood Child Find	Readings: Chapter 7 (Garro)	Guiding Questions Small-Group Discussion Activity Developmental Screening Role of Play What is the job of the psychologist in these EI and EC programs?	Allison Lowe Fotes
02/06	Temperament, Developmental Disorder and Psychological Disorders	Readings: Chapter 2 (Garro) Chapter 9 (Garro) Chapter 10 (Garro)	Guiding Questions Small-Group Discussion Activity Overview of testing materials for EI and EC Temperament, DD, and psychological disorders Hands on with testing materials	Lynne
02/13	NASP (No class)	Readings: None	None	N/A
02/20	TPBA and Bayley Assessments	Readings: Transdisciplinary Play Based Assessment (Linder)	Guiding Questions Small-Group Discussion Activity https://www.youtube.com/watch?v=z16EO_1ruOk Watch a sample or live of Mary and score together Discuss each Module	
02/27	Families and Culture	Readings: Chapter 8 (Garro)	Guiding Questions Small-Group Discussion Activity	Melissa
03/06	Spring Break (No class)	Readings: None	None	N/A

03/13	Autism ADOS Assessment	Readings: None		Lynne
03/20	Mindfulness MTSS	Readings: Chapter 4 (Garro)	Guiding Questions Small-Group Discussion Activity	Gina Bartucci
03/27	Opportunities to do observation or testing	Readings: None	No in-person class	N/A
04/03	Parent Engagement	Readings: TBD (Posted on Sakai)	Guiding Questions Small-Group Discussion Activity	Kiley
04/10	Anxiety & Trauma	Readings: Chapter 11 (Garro)	Guiding Questions Small-Group Discussion Activity Class discussion and activities regarding anxiety and trauma in EC	Carly
04/17	Final Presentations (Pt. 1)	Readings: None	Peer presentations.	N/A
04/24	Final Presentations (Pt. 2)	Readings: None	Peer presentations.	N/A

Course Assignments

Assignment	Description	Due Date	Points
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Observations	Structured note sheets as response to observations.	02/06	10
Assessment and Intervention Paper	Pick one area/topic in early childhood or autism and identify three assessments and three evidence-based interventions which can be used to facilitate intervention and diagnosis.	03/13	30
Standardized Assessment Administration and Scoring #1 (Bayley)	Administer and score an early childhood standardized assessment protocols (i.e., Bayley).	04/03	30
Standardized Assessment Administration and Scoring #2 (TPBA)	Administer and score an early childhood standardized assessment protocols (i.e., TPBA).	Completed in class	10
Standardized Assessment Administration and Scoring #3 (ADOS)	Administer and score an early childhood standardized assessment protocols (i.e., ADOS).	Completed in class	10
Family and Culture Paper	Approximately five-page paper discussing the importance of family engagement in early childhood programs. Utilize six references which discuss the impact of culture, language, and staff understanding in informing and gaining collaboration with families.	04/10	30
Final Paper/Presentation	Parent PowerPoint presentation.	04/17 & 04/24	30
Class Participation	Active and professional participation in class discussions, activities, and assessments.	Ongoing	20
Disposition	Professionalism demonstrated in inquiry, behavior, and assessment procedures. Additionally, student understanding and demonstration of social justice in theory	Ongoing	10

	and practice.		
Total			180

Grading

Letter Grade	Points
A	171-180
A-	161-170
B+	153-160
B	144-152
B-	135-143
C+	128-134
C	120-127
D	112-119
F	Under 112

Assignment Descriptions and Rubrics

Observations

Observations are key to early childhood assessment. This assignment intends to enhance your skills as an observer. Throughout the semester, you will be asked to observe the behaviors and skills of preschool aged children. You will be provided structured notes sheets that will help guide you during these observation, where you will be required to write down what you see in an objective way. Moreover, you will have the opportunity to provide a brief reflection (5 to 8 sentences). This reflection should be to the following questions: Based on what you observed, how do you currently view this child's functioning (cognitive, social-emotional, adaptive, etc.)? What about the child's behavior stood out to you? Which supports do you think this child would benefit from?

	EXCEEDS STANDARDS	MEETS STANDARDS	PARTIALLY MEETS STANDARDS	DOES NOT MEET STANDARDS
Note Completion	Notes are completed and responses have been provided to all fields.	Notes are completed, however, there is one field that lacks a response.	Notes are completed, however, there is more than one field that lacks a response.	There are multiple areas on the note sheet that lack a response.
Note Content	Content accurately reflects skills of	Content accurately reflects skills of	Content accurately reflects most	Content does not accurately reflect the skills

	the child observed. Furthermore, it provides enhanced insights to the individual child's functioning.	the child observed and details overall functioning in each developmental area.	of the skills observed, however, there are elements that are missing.	of the child observed.
Reflection	Reflection closely links course content.	Reflections is mostly linked to course content.	Reflection is partly linked to course content.	Reflection does not link to course content.
Total assessment	No more than 1 standard below exceeds expectations	No more than 1 standard below meets expectations	No more than 1 standard below partially meets expectations	Any unacceptable score results in a rating of unacceptable for this assignment
Overall score	EXCEEDS STANDARDS	MEETS STANDARDS	PARTIALLY MEETS STANDARDS	DOES NOT MEET STANDARDS

Assessment and Intervention Paper

Pick one area in early childhood (i.e., Autism) and identify three assessments and three evidence-based interventions which can be used to facilitate diagnosis and intervention in early childhood.

	EXCEEDS STANDARDS	MEETS STANDARDS	PARTIALLY MEETS STANDARDS	DOES NOT MEET STANDARDS
Description of exceptionality	Exceptionality is chosen and discussed in detail with references to support focus	Exceptionality is described and basic information is provided to describe condition	Exceptionality is described with limited information.	Exceptionality is not described or supported by research
Description of assessment tools	3 tools are described and explained in detail including validity and reliability	3 tools are described and limited information is included about validity and reliability	3 tools are described with no information about validity and reliability	Less than 3 tools included
Description of three evidence based	3 evidence based	3 evidence based	3 evidence based	Less than 3 interventions

based interventions	interventions are described and explained in detail including validity and reliability	interventions are described and limited information is included about validity and reliability	interventions are described with no information about validity and reliability	are included
Total assessment	No more than 1 standard below exceeds expectations	No more than 1 standard below meets expectations	No more than 1 standard below partially meets expectations	Any unacceptable score results in a rating of unacceptable for this assignment
Overall score	EXCEEDS STANDARDS	MEETS STANDARDS	PARTIALLY MEETS STANDARDS	DOES NOT MEET STANDARDS

Family and Culture Paper

Write a paper on the impact of culture in family engagement in early childhood programs. You will use primary sources (a minimum of six references) looking at the impact of culture, language, and staff understanding in informing and gaining collaboration with families. Using the tenets behind IFSP and developmental theory you will write a minimum of five pages on this topic.

	EXCEEDS STANDARDS	MEETS STANDARDS	PARTIALLY MEETS STANDARDS	DOES NOT MEET STANDARDS
Description of culture	Description of culture as it effects education. This shows a depth of understanding and provides evidence from the literature.	Description of culture and its effect on parent involvement.	Some understanding of the topic	Description does not reflect the importance of culture in parent engagement
Description of family engagement	Description of family as it effects education. This shows a depth	Description of family and the effect on education.	Some understanding of the topic	Description does not reflect understanding of the role of family

	of understanding and provides evidence from the literature.			engagement
Description of professional responsibility in the area of culture	Description of professional responsibility as it effects education. This shows a depth of understanding and provides evidence from the literature.	Description of professional responsibility in culture and understanding.	Some understanding of the topic	Description does not reflect the importance of professional engagement.
Total assessment	No more than 1 standard below exceeds expectations	No more than 1 standard below meets expectations	No more than 1 standard below partially meets expectations	Any unacceptable score results in a rating of unacceptable for this assignment
Overall score	EXCEEDS STANDARDS	MEETS STANDARDS	PARTIALLY MEETS STANDARDS	DOES NOT MEET STANDARDS

Final Presentation

Expand on previous work within this course (e.g., Assessment and Intervention Paper, Family and Culture Paper) to develop a power point for an early childhood program presentation to parents on the role of family involvement or evidence-based interventions to increase student progress and success.

	EXCEEDS STANDARDS	MEETS STANDARDS	PARTIALLY MEETS STANDARDS	DOES NOT MEET STANDARDS
Information is clearly presented in language which is parent friendly and culturally appropriate	Information is clear and concise and is in language which parents can easily understand	Information is clear but used language which is not parent friendly	Information is incomplete and not clearly designed for parents	Information is incorrect and inadequate to make the important points understandable to parents
Parents feel included in the educational process	Information provided to parents gives them pathways to engage and question decisions by	Information is available to parents but may not provide them enough information to understand the	Information is limited and does not provide ways to engage the system clearly to parents	Parents do not learn about how to advocate for their child.

	the school around placement for their child	process of early childhood		
Parents are given opportunities for questions	Presentation clearly gives parents opportunities to ask questions.	Presentation does not give parents enough time to ask questions	No time is allowed for questions	No time is allowed for questions
Total assessment	No more than 1 standard below exceeds expectations	No more than 1 standard below meets expectations	No more than 1 standard below partially meets expectations	Any unacceptable score results in a rating of unacceptable for this assignment
Overall score	EXCEEDS STANDARDS	MEETS STANDARDS	PARTIALLY MEETS STANDARDS	DOES NOT MEET STANDARDS