

LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION /SCHOOL PSYCHOLOGY PROGRAM

CIEP 481

**Prevention, Assessment, and Intervention: Infants/Toddlers and
Preschool-Aged Children**

Instructor: Adam S. Kennedy, Ph.D.
Office: LT1118
Office hours: by appointment
Phone: (312) 915-6857
e-mail: akenne5@luc.edu

Course Schedule: 5/24-6/30, 2016
Course Location: CLC L08
Course Times: Tu/Th 10AM-1PM
Teaching Assistant: Kisha Jenkins
e-mail: kjenkins3@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 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

“Social Action through Education” 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:

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

Required readings and recommended texts

Texts with asterisks include readings used in CIEP 481, but all of these readings (listed in the course calendar) will be made available in the Resources section of Sakai.

*Benner, S., & Grim, J. (2013). *Assessment of young children with special needs; A context-based approach*. New York: Routledge.

*Linder, T. (2008) *Transdisciplinary play-based assessment (2nd edition)*. Baltimore, MD: Paul H. Brookes.

*McClellan, M., Bailey, D., & Wolery, M. (2004). *Assessing Infants and Preschoolers with Special Needs (Third edition)*. New York: Prentice-Hall, Inc.

Mindes, G. (2010). *Assessing Young Children: Second Edition*. New York: Merrill/Prentice Hall.

McAfee, D., & Leong, D. (2002). *Assessing and Guiding Young Children's Development & Learning*. New York: Allyn & Bacon.

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 also be provided by the instructor via Sakai.

LiveText

All students are required to have activated LiveText accounts, wherein dispositions for CIEP 481 are rated. For further information, please visit

<http://www.luc.edu/education/admission/tuition/course-management-fee/>

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 (2016)

Course evaluations are critical to the continued effectiveness of your program. Please go to before the end of this term to complete evaluations for CIEP 481. The following IDEA learning objectives are emphasized in CIEP 481:

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

Dispositions

All students are rated on dispositions 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 Ph.D. and Ed.S. School Psychology Program is found in the program handbooks on your program website. These dispositions are rated by program faculty rather than by the instructor of this course.

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. Formal assessment library assignment and write-up

This assignment consists of two parts –

- a) The first focuses on acquainting you with the key features, advantages/limitations, and administration considerations for one of the most common formal assessments used with children birth to age five. You will explore and learn this test at the library, completing an assignment there and practicing items to be modeled in class. You will choose one of two options available at the library for the developmental assessment of young children (Battelle or Bayley). Complete the library assignment corresponding to the test you choose and submit via Sakai.
- b) The second involves practice with scoring one formal instrument (Battelle) utilizing sample data and writing up basic information about test performance in the form of a report excerpt. This will be submitted in paper form in class AND to Sakai.

2. Best practices Google Site

This site will hold the articles, webpages, videos, and other resources that you collect during the summer term. For this assignment, you are not required to turn anything in. During the six week term, you are responsible for posting a total of 3 **high-quality** resources to the site. You are also responsible for viewing and making a substantive comment on at least 3 of your classmates' postings. At the end of the term, the site will remain accessible to all of you indefinitely and serve as a resource on infants/toddlers and preschoolers. For each posted resource, include a two-part summary that informs readers as to how the resource is useful

to school psychologists working with children birth to five and their families. Specific expectations for comments are described on the Google site itself. Do not post anything more than 10 years old, and do not post isolated peer-reviewed research studies unless they have direct applications to the work of practitioners. You are also responsible for making sure that you are not duplicating the resources posted by other students. The site may be found at: <https://sites.google.com/site/2016bestpractices/>

NOTE: The most common problem encountered with Google sites is an inability to edit once students reach the site. In nearly every case, this is due to a failure to log into Google before attempting to edit. Make sure that your name appears in the Comments section at the bottom of the home page. If it does not appear, you are not logged in and will not be able to add resources or comment. If other issues occur (e.g., you would like to be invited using an alternative email address), please contact me and we will troubleshoot.

3. TPBA: Transdisciplinary Play-based Assessment and integrated assessment report

You will work in groups NO SMALLER THAN TWO AND NO LARGER THAN THREE (no exceptions) to assess a young child during the summer session. Each team will complete a full play-based assessment using Toni Linder's Transdisciplinary Play-Based Assessment approach. This involves a minimum of two visits to the home of the family of a child. THIS CHILD MUST BE UNDER THE AGE OF 42 MONTHS (no exceptions). During the visits you will complete a family interview and six phases of play-based assessment, from which you will determine the child's developmental levels in several domains. These assessment activities culminate in an integrated report, the guidelines for your which will be covered in class and posted in Sakai. A complete report binder will be submitted to your instructor, and the reports themselves should also be submitted to Sakai. All teams will do revisions to their reports and materials in order to earn as many points as possible. Finally, you must submit a video of the Unstructured and Structured Facilitation phases of your TPBA. These will be shared with your instructor via a Box folder that your team will create and share.

4. Discussion sessions

Students will work in groups to leading a 45-minute to one hour discussion session during the term. Each Discussion Session must be covered, and each one must be led by at least two students, so there is some flexibility allowed in group size. These will involve selecting a topic (focused on current issues and best practices in EI/ECE/ECSE), researching five or more current resources on this topic, making readings/resources available to the other students in class, and then presenting/facilitating class discussion. Certain discussion sessions will be posted online on days when class does not meet in person. Complete guidelines for this assignment will be posted on Sakai. For this assignment, your grade will be based upon several components:

- a) Submitting your presentation to me in advance for feedback, including any discussion questions and activities.
- b) Selecting high-quality resources for your presentation.
- c) Sharing readings/resources with the class (and your instructor) at least three days prior to your discussion session.
- d) Overall quality of discussion session as evaluated by a provided rubric.
- e) Creating a one-page 'Resources for Practitioners' list and posting it to the Google site (this does not count as one of your Google site posts).
- f) Participating actively and positively in others' discussion sessions, as these are meant to be interactive and include both activities and discussion.
- g) I encourage you to share your PPTs on the Google site, but this is not required.

5. Participation in online and in-class discussion sessions

Participation is more than talking in class; it means allowing oneself to become engaged in the learning process. Good examples of participation include contributing comments and examples from your experiences, as well as building on the comments of others. Raising questions and listening and responding to others' comments and presentations also count. You should also be sensitive to your own level of participation and either increase it or decrease it when appropriate. Finally, guest speakers should be welcomed and treated with the utmost respect. Attendance and participation are included in the grading table below, so your instructors reserve the right to deduct points for issues of participation. A portion of your participation points are awarded for consistent participation in all Discussion Sessions in a way that makes it clear you have completed the assigned readings – this includes Discussion Sessions that will be held online. Students who do not participate in each other's discussion sessions in this way do not earn these points.

6. EI case study assignment

This assignment involves viewing and evaluating an early intervention case. You will complete assigned readings, view an IFSP meeting in action, and then identifying and planning around family needs, resources, and priorities. Details will be provided in class.

7. 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

The following link will take you to information regarding the following Loyola University Chicago policies, all of which will be followed in CIEP 481.

<http://luc.edu/education/syllabus-addendum/>

- Academic Honesty
- Accessibility
- Conceptual Framework
- EthicsLine Reporting Hotline
- Electronic Communication Policies and Guidelines

Course Grading for CIEP 481

Assignment	Submitted to	Due date	Collaborative?	Points
Google site in best practices in Infant-toddler and preschool prevention, assessment, and intervention/instruction	Google site	Weeks 1, 3, and 5	No	15
El case study assignment	Sakai	End of Week 6	No	20
Library assignment and formal instrument scoring and interpretation	- Instructor - Report to Sakai	Week 4	Your choice	30
TPBA with video and integrated assessment report*	- Instructor - Report to Sakai	End of Week 5*	In a team of 2 or 3, with no exceptions	90
Attendance	N/A	Refer to policy	N/A	10
Discussion Sessions	- Email readings to peers and draft PPT to instructor - Final PPT to Sakai	As scheduled	Each Discussion session must be led by 2-4 students	25
Active positive participation, including others' discussion sessions	N/A	Refer to syllabus and assignment description	N/A	10
Total				200

* deadlines for assignments 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	