

LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION
TLSC: TEACHING, LEARNING, AND LEADING WITH SCHOOLS AND COMMUNITIES

TLSC 251:
Family-Centered Assessment and Intervention in Early Intervention
SPRING SESSION 2014, WEEKS 9 through 12

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Module Description

Candidates complete their initial investigation into the professions of early childhood education through this early intervention (EI)-focused module, the third and final module in sequence 4 of the ECSE program. TLSC 251 focuses on the profession of EI and is specifically designed to address required areas of competency in early intervention. It specifically addresses contexts and standards of practice for working with infants/toddlers and their families within their communities. Teacher candidates are trained on intervention approaches for infants and toddlers, as well as hosting a family event for caregivers. They also receive two full weeks of training in both formal assessment tools (Bayley Scales of Infant Development and Battelle Developmental Inventory) and authentic approaches (Transdisciplinary Play-Based Assessment) during this module in order to prepare them for their future roles as providers of EI services for families of infants and toddlers with special needs.

Essential questions regarding early childhood education explored in TLSC 250

1. What are some examples of early childhood service delivery models, and approaches to collaborative assessment and instruction? (ECSE: 5D, ECE 11C, 12A, NAEYC: 4b)
2. How might relevant professional organizations, publications, and resources for professional development positively influence the work of early childhood educators? (ECSE: ECE: 17E, NAEYC: 6a, 6b)
3. How do standards of practice guide the work of early educators across a wide variety of educational settings?
4. What are the outcomes of early education? How do professionals in birth to three, preschool, and early elementary school conceptualize their role as ‘effective’ educators?
5. What are the benefits and challenges of inclusive programming for young children with special needs? (ECSE: 5D, ECE: 11E, 12A, NAEYC: 4b, 4c)
6. How do early childhood educators demonstrate an attitude that affirms and respects family, cultural, and linguistic diversity? (ECSE: 3B, 11F, ECE 9B, 9C, NAEYC: 2a)
7. How do early educators affirm and respect family, cultural, and linguistic diversity? (ECSE: 3B, 11F, ECE 9B, 9C, NAEYC: 2a)

Learning objectives for this module:

Assessment:

- 1) Acquire skill in using diagnostic and assessment techniques as a basis for eligibility determination and curricular planning.
- 2) Relate to caregivers the results of comprehensive assessments in a way that integrates formal and authentic assessment data.
- 3) Differentiate between observational data on children's skills/development/behavior and interpretive statements which serve to summarize and integrate those observations.
- 4) Engage in collaborative play-based assessment activities, and apply this experience in an individual play-based session utilizing a choice of theoretical models.
- 5) Recognize the appropriate uses and practical, theoretical, and psychometric limitations of formal assessments when applied to infants and young children.
- 6) Identify major issues and barriers in valid, reliable assessment of very young children, as well as strategies for addressing them.

Developmental sequence:

- 1) Describe the phases of infant and toddler development, including the influences of teratogens, maternal factors, health care, and childbirth. (NAEYC 1)
- 2) Cite major milestones of physical, cognitive, language, social, and emotional development from birth to age 3. (ECSE 2A, 2B, 2E; ECE 8A, 8D; NAEYC 1)

Contextual factors:

1. Recognize the impact of heredity, nutrition, disease, injury, and emotional well-being on each domain of early development. (ECE 6A, 8F, 8G, 8H)
2. Identify personal and family characteristics, social relationships, and community factors that may protect young children from the effects of stress and environmental risks by increasing resiliency. (ECSE 2C; ECE 6A, 8F, 8G)
3. Utilize the lens of culture to examine issues affecting families of young children, including reproductive choices, child rearing practices, and reactions to disability. (ECSE 3B, 3C; ECE 9C)
4. Apply developmental theory in the interest of social justice by attempting to better understand the needs of children in oppressed minority groups (including young children from immigrant families, children living in poverty, etc.). (ECSE 3B, 3C; ECE8D, 8F, 9C; NAEYC 1)

Exceptionality:

1. Identify early indicators of possible learning, emotional, and behavior problems, as well as their impact on educational planning (ECSE 2H)
2. Describe the ways in which child characteristics and environmental factors interact to alter developmental trajectories. (ECSE 2A, 9A)

Observing development and conducting research:

Recognize appropriate methods for collecting data on children's development (naturalistic and systematic observation, interviews, case studies, formal assessment, ethnography, etc.), recognizing the importance of distinguishing between observational data collection and interpretive analysis. (ECSE 1B; ECE 11A; NAEYC 3)

This course has also been developed to specifically address the following NAEYC standards for personnel preparation in early childhood education:

1. Promoting Child Development and Learning

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of a) young children's characteristics and needs, and b) multiple interacting influences on children's development and learning, to c) create environments that are healthy, respectful, supportive, and challenging for each child.

3. Observing, Documenting, and Assessing To Support Young Children and Families

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They a) know about and understand the goals, benefits, and uses of assessment. They b) know about and use systematic observations, documentation, and other effective assessment strategies c) in a responsible way, d) in partnership with families and other professionals, to positively influence the development of every child.

3. Reciprocal Relationships with Families

5. Becoming a professional

Required areas of professional preparation for IL DHS EI Developmental Therapist credential

This module (along with the remainder of sequence 4) is designed to address required areas of competency in early intervention (EI). It specifically addresses EI services for infants and toddlers with special needs and their families. In particular, teacher candidates will learn about the delivery of interventions to the youngest children and the roles of various professionals in assessing and collaborating with families. Candidates work directly with families and children as part of their learning of evidence-based practices and formal and authentic assessment approaches. Course credit hours shaded in green in the table below are included in TLSC 251.

The role of TLSC 251 in exploring diversity

Teacher candidates will work with infants and toddlers and their families and learn and apply the principles of individualized, family-focused assessment in early intervention in order to better understand the role of EI professionals in addressing the needs of families of infants/toddlers with special needs. They will also apply prior learning related to families' culture and needs, and their implications for early childhood educators who are competent in addressing cultural and linguistic diversity.

Module Texts

McWilliam, R.A. (2010). Routines-based early intervention. Baltimore, MD: Paul H. Brookes.

You can examine this text [here](#)

Berk, L. E. (2008). *Infants and children: Prenatal through middle childhood (7th edition)* Boston: Pearson/Allyn & Bacon.

It is recommended that you purchase a used copy from Amazon. You will need this text for sequences 4 and 5.

Post, J., & Hohmann (2011). *Tender care and early learning: Supporting infants and toddlers in child care settings (2nd edition)*. Ypsilanti, MI: High/Scope.

(~ \$50.00 used on Amazon. Can also be purchased directly from High/Scope)

Gordon & Browne (2013/14). *Beginnings and beyond: (9th edition)*. Belmont, CA Wadsworth.

You will need this text for both sequences 4 and 5.

Readings from the following texts will be provided:

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

McClean, 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.

Additional readings will be assigned and must be completed according to the sequence calendar. Many of these are already available online, with the remaining articles to be posted during the first weeks of the semester.

Expected dispositional outcomes

The following dispositions will be assessed during this module:

D3: Valuing diversity and advocating for all students, particularly those from populations that are historically disenfranchised, underserved and/or overrepresented (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, gender identity). (a1A, i1F, i2J) (IB)

D6: Collecting and analyzing community, school, family, and student data to guide educational decision making. (a2E) (IB)

D7: Valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (i2D, i2F) (IB)

D11: Implementing proactive and preventive practices that represents an understanding that student behavior is shaped by complex environmental factors. (d1D)

D13: Demonstrating high levels of personal engagement and investment in all students' learning while remaining persistent in seeking strategies for reaching students who are not initially successful.

D15: Valuing and promoting curiosity, creativity, and life-long learning in students. (IB)

IDEA Objectives for the evaluation of this course

Essential objectives for this course include:

1. Gaining factual knowledge (terminology, classifications, methods, trends)

2. Learning fundamental principles, generalizations, or theories
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
4. Learning to analyze and critically evaluate ideas, arguments, and points of view

The School of Education’s Conceptual Framework

“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. Teacher preparation activities in the ECSE program have been designed to assist teacher candidates in taking the first steps toward embodying the principles of social justice by collaborating cross-culturally to make a lasting impact beyond the level of the individual. Meeting the needs of diverse children is a central focus of readings, class discussion, and of the ECSE program itself.

The following Conceptual Framework Standards are specifically addressed in this module:

Conceptual Framework Standards Candidates demonstrate...	Activities and Assignments
CF1: ...an understanding of a current body of literature and are able to critically evaluate new practices and research in their field	-Readings and discussion of evidence-based practices in EI
CF2: ...knowledge and skills in a variety of school and professional settings.	-Activities and assignments on assessment and intervention
CF3: ...an understanding of issues of social justice and inequity.	-Content related to working with families in EI
CF4: ...skills that will enable them to work effectively with diverse clients.	-TPBA and family assessment
CF5: ...technological knowledge and skills which enhance education.	
CF6: ...professional decision-making skills and behaviors in advancing social justice and service.	
CF7: ...how moral and ethical decisions shape actions directed toward service to others.	-Prioritization of the needs of the family and the role of EI professionals in serving the family are addressed in this module
CF8: ...an ability to apply principles in professional decision-making.	-Activities related to assessing and intervening according to family priorities and needs.

Field-based components

Please note that this module includes supervised consultation hours in EI, as well as direct work with infants, toddlers, and preschoolers on assessment assignments. Please refer to the sequence grading table to see exactly what portion of assignment, module, and final grade points are dependent upon your attendance, participation, professionalism, and work in these contexts. The 12 hours of consultation you are asked to complete is included as a foundation for the hours you must accumulate in order to qualify for a full IL EI credential in Developmental Therapy. As always, hours, start and end dates, days of attendance, and associated work are all indicated in the sequence calendar and grading table.

Technology

Technology is an essential tool for developing your professional skills and for completing any degree program. This sequence assumes a basic and practical knowledge of technology. It assumes that candidates are proficient at word processing (including creating tables and diagrams), communicating via Loyola Outlook e-mail, downloading Microsoft Word and Acrobat Reader files), and recording/presenting video clips. Anytime presentations are done, you must ensure that your files and software are compatible with Loyola's. Bring flash drives, various types of CDs/DVDs, videocassettes (and adapters), and other materials to class in advance of presentations so that you may test them for proper functioning and compatibility. Presentations are graded, so technology foul-ups should be avoided through careful planning and proactive work on assignments. If you are not familiar with the any of the preceding skills/equipment, it is your responsibility to become so.

Assignments

1. Bayley and Battelle Library Assignments (10pts ea)

Information will be provided to registered candidates.

2. Formal Assessment (45pts)

Information will be provided to registered candidates.

3. Transdisciplinary Play-Based Assessment (TPBA) Project (75pts)

Information will be provided to registered candidates.

4. Professionalism (10 pts)

Information will be provided to registered candidates.

5. EI/IFSP Assignment (40pts)

Information will be provided to registered candidates.

6. Attendance (15 pts)

Information will be provided to registered candidates.

7. Participation (15 pts)

Information will be provided to registered candidates.

8. Collaborative Developmental Chart (30 pts shared with other modules)

Information will be provided to registered candidates.

9. Early Intervention Consultation Hours (20pts)

Information will be provided to registered candidates.

10. Sequence Summative Assessment (20pts – note that TLSC 250 carries more points for this than TLSC252)

Information will be provided to registered candidates.

Assignments

All assignments are expected on the dates noted. It is imperative that work be completed on time. For this reason, you must plan ahead and stay organized. This does not mean that you are not allowed to request additional time to work on individual assignments – however, if an assignment must be submitted late, your instructors must be notified in advance (NOT on its due date) so that a plan for completion can be developed. Otherwise, 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 except where indicated. Please submit a paper copy of each assignment in class unless instructed otherwise. Early assignments are always welcome.

Assignments and Grading

Final course grades will be assigned as follows:

Percentage	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	60-66	<60
Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F

The following three are standard sections included in every LUC syllabus:

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/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in

bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>