COURSE TITLE:
"Assessment of Children's Development in Real-World Contexts--In-Vivo & Virtual".

REQUIRED COURSE DESIGNATION: HHD 2510 (3 credits)
TIME: THURSDAYS, 5:30-7:15
PLACE: Face-Face, Posvar Room 5108; Common Area; Zoom as needed
PROFESSOR: Dr. Stefano J. Bagnato, Ed.D., NCSP, *Professor of Psychology and Pediatrics; Faculty Mentor, Children with Special Healthcare Needs; Founder, Early Childhood Partnerships (ECP) at School of Education, Department of Health & Human Development (HHD), Applied Developmental Psychology (ADP) program at Pitt and affiliated with School of Medicine, Department of Pediatrics, UPMC Children's Hospital of Pittsburgh & the UCLID-LEND Disabilities Institute at the University of Pittsburgh.*
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CONTENT SUMMARY: This required course in the NEW ADP program is intended for **interdisciplinary graduate students** (Masters and Doctoral) from such programs as Applied Developmental Psychology/Department of Health & Human Development, Developmental Psychology, Social Work, Early Childhood Special Education, Early Intervention, Health and Rehabilitation Sciences, and Nursing. The course content will help prepare graduate students as emerging professionals and future leaders to orchestrate team assessments, and to choose and use observation-based assessments appropriately for diverse purposes. **The underlying theme of the course is Linking Authentic Assessment & Early Childhood Intervention.**

The overarching focus will be on both virtual & in-vivo (in life contexts-activities) forms of observational assessment—Thus AUTHENTIC!Course enrollees will engage in in-depth exploration of **"best practices" in the Authentic Assessment of childrens' development (Infancy to Adolescence) which are "linked" to the purposes, content, quality, and impact of programs, services, and interventions that are applied to them and to their families**. These "best practices" are both **professionally-sanctioned** by the major national early childhood and school-age professional organizations and many also have **practice-based evidence** that supports their use. Thus, this course will help students to understand, select, and use various **authentic assessment strategies which link to intervention** for children at developmental risk and with disabilities and associated social-behavioral and chronic health conditions. Students will learn to select and use authentic assessment measures which: (1) describe childrens' development and behavior in functional ways; (2) describe parent/family and program characteristics; (3) sensitively monitor progress in intervention programs; (4) be applied by teachers and other professionals and various caregivers; (5) collect evidence of children's daily functioning in natural everyday settings; (6) be selected to conduct applied program evaluation research to improve schools, agencies, and health & human service programs; and (7) document the impact and

outcomes of intervention programs. The course will be valuable to students who are interventionists and practitioners in BHSC, CSHCN-CL, IMH, CYD, and ARMO, SW, and SpEd, **but is not primarily clinical in orientation**. **Rather, this course is designed primarily to prepare future leaders as researchers, practitioner/consultants, program directors, program evaluators, and policy specialists in how to choose and us "best practices" in assessment and their purposeful implications.**

- The focus of the course emphasizes the *most prominent features of assessment for early childhood intervention:*
  - **Authentic Assessment as "Best Practice" in Early Childhood Intervention & alternative to traditional testing**
  - **Developmental fundamentals**
  - **Virtual & In-vivo observation-based assessment in home, school, community contexts**

    as advocated by PL 99-457 of IDEA, Part C (0-3) & Part B-Section 619 (3-8) due to COVID 19 issues
  - **Assessment as a team process to be "orchestrated" for each child and family**
  - **Interdisciplinary teamwork**
  - **Parent-professional engagement**
  - **Developmental delay & functional classification vs traditional diagnosis**
  - **Assessment-curriculum linkages**
  - **Individualized program planning [IFSP/IEP]**
  - **Individualized progress monitoring**
  - **Program evaluation of impact & outcomes**

REQUIRED PRIMARY TEXTS:

1. **Bagnato (2007). *Authentic Assessment for Early Childhood Intervention*: Best Practices, Guilford Press.**
2. **Bagnato, Neisworth, & Pretti-Frontczak (2010). *LINKing Authentic Assessment and Early Childhood Intervention: Best Measures for Best Practices*. (2nd Edition). Baltimore, MD: Paul Brookes Publishing Co, Inc.**

READINGS:

- **CANVAS: Publications, scales, and simulation activities on authentic assessment approaches, scales, processes, assessment issues, & links to interventions**

COURSE EXPECTATIONS & EVALUATION:

Assumptions and Expectations:

This course is designed and will be operated as a seminar for mature and committed graduate students as emerging professionals. The topic of measurement, evaluation, and intervention for young children is an especially critical and sensitive one for all future professionals who will become applied developmental psychologists, early childhood specialists, administrators, and policy makers. **In essence, this course is viewed as an *important steppingstone for future leaders* in the fields that support families and young children who are at developmental risk or who have developmental delays/disabilities.** Thus, the following ***assumptions as expectations about each of you*** underpin this course: Each of you….

1. Pictures yourself as a future leader in your field.
2. Intends to become as knowledgeable and competent as possible in your field.
3. Is a semi-independent learner and problem-solver, adept at moving beyond course content to gain knowledge and skills
4. Can work as a member of a team and contribute to group efforts with shared goals
5. Is a contributor to group discussions of issues for mutual benefits
6. Shows leadership, effort, and pride in individual and group projects

Evaluation:

The following modes will be used to evaluate knowledge and competencies in this course:

1. **"BIG QUESTIONS":** Participation and contributions to in-seminar group discussions and activities, including short, clear, cogent written answers to posed weekly chapter "BIG Questions" on important assessment topics and issues.
2. **TEAMWORK: Interactive Discussions & Applied Team Simulation Activities**: Engagement, both individually and as team members, in applied simulation activities during class on assessment and intervention using videos; observations; ratings of child competencies and teacher-child and parent-child interactions.
3. **"GIVE-A-TEST/RATE-A-TEST" (GTRT)**: Each team of 3 students will use 4 measures to "try-out" with a child/family of their choosing—likely via Zoom/Face-face; they will collaboratively complete a survey form to rate the quality of the child measures; they will write a brief report about each chosen scale with the child/family results scored and interpreted for the child, family or program.
4. **"BIG IDEA": "Plan an Assessment" (BI-PAA):** Each student will prepare an individual paper which designs and applies assessment/measurement to a personal topic relating to the student's ADP specialization; (and potentially for their capstone) in order to address an important practical issue for **screening, individual goal and *program planning, progress monitoring, program outcomes evaluation, and supporting individual children and families in schools, agency, and hospital settings*.** The paper is written in APA style [20-25 pages including references]; each person will discuss the topic individually (face-face and Zoom) with Dr. Bagnato, before a final decision, to ensure that it relates to their capstone and/or specialization, career goals in appropriate ways relating to the course philosophy and methods of **authenticity, links to intervention, and real-world ecological applications.**
5. **LINK Forum & Focus Group Qualtrics Survey**: The LINK Qualtrics Survey is an on-line format that covers all the major areas of this assessment course. The survey is a combination of personal judgments, ratings, and narrative commentary about the importance of various policies, practices,

and purposes for assessment of all young children, especially those with neurodevelopmental and neurobehavioral delays, disabilities, disorders, and chronic medical conditions. The survey will serve as your finals evaluation in the class and will demonstrate your grasp of the concepts and methods in this course on authentic assessment in real-world contexts.

POLICIES

Academic Integrity Policy:

Violations of academic integrity are subject to disciplinary action, including (but not limited to) lowering of grades, course failure, or suspension or dismissal from the class or from the University. Violations of academic integrity are delineated in the *University of Pittsburgh Student Handbook*.

Accommodations for Special Students:

Students with disabilities are entitled to reasonable accommodations, as determined by the institution, after proper documentation of the disability has been received. At the University of Pittsburgh, the Office of Student Services, is responsible for determining reasonable accommodations and for assisting students in communicating these to faculty. Students should notify the faculty member, at the beginning of the term, if any reasonable accommodations are needed. Students need to be registered with the Office of Student Services before accommodations will be granted; the faculty member should receive a memo confirming the recommendations for reasonable accommodations from the Office of Student Services. The purpose for implementing reasonable accommodations is to allow for equal opportunity for students with disabilities. It is the student's responsibility to demonstrate that the cognitive, behavioral and professional competencies have been acquired to a satisfactory degree in order for successful completion of the course.

Diversity Statement:

All students are expected to demonstrate respect for individuals who are culturally diverse. This course attempts to address issues of diversity and individual differences through lectures, discussions, and assignments. Students are encouraged to raise questions or issues regarding diversity within class activities.

Attendance Policy:

Students are expected to attend all scheduled class periods, complete all assignments and participate in all graded activities at the scheduled time. Any student unable to attend class should notify me in a timely manner. Students are responsible for all material covered in class, readings, and completion of projects despite being absent from class. Chronic attendance problems will be discussed and managed between the student and Dr. Bagnato.

COURSE SCHEDULE & CONTENT GRID

***HHD 2510*: Assessment of Children's Development in Real-World Contexts**

DATE	TOPIC	CONTENT	READINGS	ACTIVITY
WEEK 1 January 15	***Course Overview***	-Content, expectations, evaluations	-Syllabus -Weekly content grid -Evaluation products -Core competencies self-appraisal	-**OBJECTIVE**: Roundtable sharing of personal goals in this course; overview of course content, objectives, activities, and products, & choosing team members **-Individual Activity:** *Course Core competency self-appraisal* **-Choosing 2/3-member teams for in-class activities**
WEEK 2 January 22	***Professional Practice Standards for Authentic Assessment: Virtual & In-Vivo***	-Practice-based evidence -NAEYC/DEC Standards -LINK 8 DAP quality benchmarks for authentic assessment	Bagnato (2007):Chapter 1 Appendix A and B Bagnato (2010):Chapter 3 LINK 8 Standards definitions & Appndx-A-D	**-BIG Question**: ***-Why are natural observations the preferred way to gather information on the performance of young children?*** **-Team Activity:** *DEC Professional Standards/Competencies; self-appraisal & group discussion*
WEEK 3 January 29	***Neurodevelopmental Foundations of Authentic Assessment & Intervention***	-Neurodevelopmental principles related to assessment and intervention -"Developmental sequences & hierarchies" -Evidence-based elements of effective intervention programs -Team models in ECI -AEPS Child Progress Records/Strands I & II	Bagnato (2007): Chps: 3 and 4	**- BIG Question:** ***-Why is an understanding of developmental principles important for team assessment of young children, especially those with disorders/disabilities/medical conditions?*** ***-DISCUSSION:*** *-In what ways can analogue situations supplement observational assessments in natural settings?* -**Team Activity 1**: Developmental principles: specific implications for team assessment & intervention -**Team Activity 2**: Review "developmental hierarchies" & identify developmental features from scales (AEPS; CRIB; DASH) (domains, ages, sequences)

WEEK 4 February 5	***Preventing the MisMeasure of Young Children—*** ***Authentic Assessment for Early Childhood Intervention & Teamwork: Virtual & In-Vivo***	-NR and CR limitations -Conventional & "High-stakes" testing -Authentic assessment alternative -ECTA Resources for Remote-Virtual Assessment (Canvas) -Colorado's *Results Matters* model -ECI 3 Major Team Assessment Models	Bagnato (2007): Chapters-2&5 Bagnato (2010): Chapters-1&2 ECTA Resources for Remote-Virtual Assessment (Canvas) **Demonstration**: *historical methods of alternative assessments for various special needs and circumstances* (optional)	**-BIG Question:** ***-How does authentic assessment prevent the mismeasure of young children?*** ***-DISCUSSION:*** *-What is the primary purpose for assessment in early childhood intervention?* *-How can natural observations be used to identify* ***intelligent*** *behavior in children?* **-Team Activity**: **What is Authentic Assessment? DVD* **Tour & survey the Assessment files in Posvar*
WEEK 5 February 12	***Authentic Assessment Methods: Developmental & Functional***	**<u>Measurement of developmental competencies:</u>** -Assessment of children's developmental & early learning competencies -Rating developmentally-appropriate quality through LINK Quality Survey -Overview of exemplary measures	Bagnato (2010): Section II Appendix C Consumer Survey Bagnato (2007): Chapter 2,8,11 ECTA Resources for Remote-Virtual Assessment (Canvas)	**-BIG Question**: ***-What is "treatment validity" in assessment & an example of its practical value?*** ***-DISCUSSION:*** *-Why are functional and adaptive measures optimal for assessment of children with severe disabilities?* *-How does assessment guide children's transition from preschool to kindergarten?* **-Team Activity**: *Video simulations to observe child competencies in classroom situations and routines with developmental observation checklist and hands-on review of scales*
WEEK 6 February 19	***Authentic Assessment Methods:*** ***Social-Emotional & Self-Regulatory Behavior***	**<u>Measurement of behavioral competencies</u>**: -Social-emotional -Temperament -Self-regulation -DC: 0-5 Classification System -Overview of TABS	Bagnato (2007): Chapters 9,10,11 Bagnato (2010): Section II	**-BIG Question**: ***-Why is the DC: 0-5 model better than the DSM psychiatric model for young children Birth-8 years of age?*** -**Team Activity**: *Video observations of child temperament & self-regulatory behavior with the TABS scale and hands-on review of scales*

WEEK 7 February 26	***Authentic Assessment Methods:*** ***Ecological Scales--Parent/Family Status, Interactions & Contexts***	**Measurement of context:** -Parent & family characteristics -Parent-child interaction -Program & classroom quality; classroom climate, and teaching behaviors -Teacher-child interactions	Bagnato (2007): Chapters 7,10,12	**-BIG Question**: ***-Why is an "ecological" perspective vital for ADP practices in team assessment, intervention, progress monitoring & program evaluation research with children?*** -**Team Activity**: *Video observations and ratings of parent-child interactions using the PICCOLO scale and hands-on review of scales*
WEEK 8 March 5	***Authentic Assessment-Scale Trainings & Simulations***	*Overview of psychometrics: standardization; normative scoring; NCE; Standard Scores; interpretation* ***MEASURES:*** -BSSI or DOCS or ABAS-3 -PKBS or TABS or BASC-3 -PSI or PRI (in BASC)	Review forms, scoring protocols, and manual segments on CANVAS and in Posvar office for various measures	**GOAL**: To gain basic skills on specific authentic measures for applied assessment purposes for GTRT projects **-Team Activity**: Review and practice scoring & interpretation of simulated BSSI, PKBS, TABS, PICCOLO, CLASS, PSI
March 12 **Spring Break**				

WEEK 9 March 19	***Authentic Assessment "In Action" I:*** ***Clinical judgment (informed opinion) in team assessment for early intervention eligibility***	-Overview of valid use of CJ/IO for EI eligibility -Interdisciplinary team consensus decision-making	Bagnato (2007) Chapter 7	**-BIG Question**: ***-In what ways do clinical judgment/informed opinion have a valid & vital role in the assessment of infants and toddlers for early intervention?*** **-Team Activity**: **Larry video of *CJ/IO*** *method & process with SPECS system*
WEEK 10 March 26	***AA Scoring and Interpretation***	-Work in teams in common area to gain experience and finalize scoring for GTRT		
WEEK 11 April 2 **-ALL "GIVE/RATE TEST" PACKETS DUE to Dr. Bagnato (physical hand-in)** **-"BIG IDEA": PLAN ASSESSMENT OUTLINES DUE FOR DR. BAGNATO REVIEW**	**The World Health Organization (WHO):** ***International Classification of Functioning-Child & Youth Version [ICF-CY]*** ***ALTERNATIVE:*** ***Conventional Testing—Norm-referenced & Psychometric Tests***	-Overview of ICF-CY -Universal/global language for interdisciplinary collaboration -Functional classification system Overview of frequently used NR tests: -IQ; achievement, etc -Overview of use of norm tables to derive standard scores -Pros/cons of NR	Simeonsson & Leonardi (2006) Simeonsson (2009) Adolfson (2013) Bagnato (2007) Chapter 2&3 and posted readings on CT-NRA	-**BIG Question:** ***What specific features make the ICF-CY a superb example of an "authentic assessment system" for international application for children & youth?*** **-Team Activity 1:** *Video observation of child and simulated use of the Developmental Code Sets from ICF-CY* **-Team Activity 2:** *Using norm tables to find specific scores; levels of functioning; and interpretations for simulated child vignettes* ***-What are the major disadvantages & limitations of conventional testing of young children, especially those with delays or disabilities***

WEEK 12 April 9	***Authentic Assessment "In Action" II:*** ***Purpose Simulations***	**-State/federal regulations for "best practices":** **-<u>AA for Major ECI Purposes</u>:** 1. Child Find 2. Screening 3. Eligibility 4. Team Assessment	Bagnato (2010): Chapters 4&5	**-Team Activity**: Illustration and simulated use of assessment methods via DVDs and **Jordan vignettes** (SPECS Apps) to fulfill ECI purposes -Interactive discussion of policy and practice implications
WEEK 13 April 16	***Authentic Assessment "In Action" III:*** ***Purpose Simulations***	**-State/federal regulations for "best practices":** **-<u>AA for Major ECI Purposes:</u>** 5. Individual Program Goal-Planning 6. Progress Monitoring 7. Program Evaluation 8. Program Accountability	Bagnato (2010): Chapters 4,5,12	**-Team Activity 1:** Illustration and simulated use of assessment methods via **Jhenna DVD** (SPECS Apps) to fulfill ECI purposes -Interactive discussion of policy and practice implications **-Team Activity 2:** Setting goals, strategies & scoring status & progress for Jhenna via metrics
WEEK 14 April 23 **Last Class 2026**	***Authentic Assessment "In Action" IV:*** ***Program Evaluation***	-Applied program evaluation research strategies, metrics, and designs	Bagnato (2007) Chapter 12	-Overview of ECP program evaluation research initiatives: ECI/Pre-K Counts; Include Me, and use of practice-based evaluation metrics **-Team Activity:** *Scoring of Jhenna progress data via IEI and other metrics*
-BIG IDEA: Plan an Assessment (BI-PAA) PAPERS DUE ON Wednesday April 29th ***--COMPLETE THE LINK FORUM & FOCUS GROUP QUALTRICS SURVEY ON-LINE—April 30th***	***NO IN-CLASS SESSION-*** ***FINAL EVALUATION WEEK TO FINISH "BIG IDEA" PAPER AS FINAL PRODUCT. Due April 29th***			**-BIG IDEA: Plan an Assessment (BI-PAA) PAPERS DUE Wed April 29th** ***--COMPLETE THE LINK FORUM & FOCUS GROUP QUALTRICS SURVEY ON-LINE AS YOUR FINAL EVALUATION IN THE COURSE [Must be completed or grade withheld]***

May 5 Tuesday	***GRADES DUE***			