Assessing the Whole Child

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Objectives

- Describe the relationship between developmental domains;
- Describe the importance of assessing the whole child.
Skills of Young Children

• Most children in early childhood programs perform a variety of tasks automatically.

• They walk and talk at the same time, think of a story and draw a picture to illustrate it, interact with peers and teachers, remove and hang up their coats, and run and jump on the playground.
Influences on Development

• What are the factors that facilitate young children’s development of complex behaviors?

• What are the developmental outcomes when such facilitative factors are absent during a child’s early years?
Growth and Development

Brain
Neurons, Synapses, Experience

Body
Physical Size
Motor Coordination
Health

Mind
Thinking
Language
Concepts
Problem-Solving

Person
Relationships
Social Understanding
Emotions

(Thompson, 2001)
Domains: National Association for the Education of Young Children (NAEYC)

- Physical Development/Health/Self-Help Skills
- Social-Emotional Development/Self-Help Skills
- Approaches to Learning
- Cognitive Abilities
- Language
Domains: Individuals with Disabilities Education Improvement Act (IDEA)
Building Blocks of Learning
(Mather & Goldstein, 2008)

Strategies

Language Images

Conceptual

Phonology Orthography Motor

Symbolic

Attention and Self-Regulation Emotions Behavior Self-Esteem

Foundational
Some Case Examples . . .

The assessments referenced are published by Pearson.
Referral Concern

- The DIAL-4 is a screening measure used to identify the strengths and needs of young children.
- The test was administered to children entering Kindergarten.
- His pre-kindergarten teacher noted that Jimmy struggled to pay attention in the classroom. In addition, he often did not follow teacher’s directions.
- The following are a few of the DIAL-4 items that were administered to Jimmy.
Social, Emotional, and Behavioral Competencies

Young children are less likely to succeed in the transition to school if they:

- Engage in frequent fighting, hitting, shouting, or other aggressive behaviors
- Are unable to control impulsive behavior
- Are unable to pay attention to tasks or follow directions
- Engage in oppositional, noncompliant, or even defiant behavior
- Are unable to cooperate with others
- Constantly seek attention from peers or teachers
- Ignore peers or teachers (Raver, & Knitzer, 2002)
Young children are more likely to succeed in the transition to school if they can:

- Accurately identify emotions in themselves and others
- Relate to teachers and peers in positive ways
- Manage feelings of anger, frustration, and distress
- Enjoy academic learning and approach it enthusiastically
- Work attentively, independently, and cooperatively in a structured classroom environment (Raver, & Knitzer, 2002)
Articulation

- The child sees a picture, which is named by the operator.
- The child must say the name of the picture.
- Performance of this task requires
  - sensory abilities (visual and hearing acuity; visual and auditory discrimination),
  - attentional processes (visual and auditory),
  - encoding of the auditory information, storage in short-term memory, and
  - speech production.
DIAL-4 Language Domain

Actions (Expressive)

- Pointing to a picture, the operator asks the child “What is this used for?” The child responds verbally.

- Performance of this task requires
  - sensory abilities (visual and hearing acuity; visual and auditory discrimination),
  - attentional processes (visual and auditory),
  - language processing and reasoning,
  - memory,
  - expressive language.
### Approaches to Learning

#### Behavioral Observations: Language Area

Mark the option that best describes the child’s behavior during Language Area screening. If unsure, use your best judgment.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Separation from adult</td>
<td>0 easy, 1 hesitant, 2 unable to separate</td>
</tr>
<tr>
<td>Crying/whining</td>
<td>0 none, 1 a little, 2 a lot</td>
</tr>
<tr>
<td>Verbal response to questions</td>
<td>0 willing, 1 reluctant, 2 no response</td>
</tr>
<tr>
<td>Persistence (nonverbal)</td>
<td>0 stays with task, 1 attempts task, 2 refuses task</td>
</tr>
<tr>
<td>Attention</td>
<td>0 pays attention throughout task, 1 pays attention some of the time, 2 pays attention only briefly</td>
</tr>
<tr>
<td>Activity level</td>
<td>0 sits quietly, 1 some wiggling, 2 excessive wiggling</td>
</tr>
<tr>
<td>Participation</td>
<td>0 willingly participates, 1 needs encouragement, 2 unwilling to try tasks</td>
</tr>
<tr>
<td>Impulsivity</td>
<td>0 waits for directions, 1 begins before directions are finished on some tasks, 2 begins before directions are finished on most/all tasks</td>
</tr>
<tr>
<td>Understands directions</td>
<td>0 easily understands, 1 needs some repetition, 2 unable to understand</td>
</tr>
</tbody>
</table>

10. Please rate the overall intelligibility of the child’s speech in this area.

- □ Good (You can understand everything the child says.)
- □ OK (You can understand the child about 50% of the time.)
- □ Poor (You cannot understand what the child says.)
- □ Child did not say anything.

**Total Score (max = 18)**
Findings

- During the administration of the DIAL-4, the operators noted that Jimmy
  - appeared reluctant to provide a verbal response;
  - paid attention some of the time;
  - began to work before the directions were finished on a task;
  - needed some repetition of directions.
- The intelligibility of his speech was ok - his speech was understandable 50% of the time.
- Assessment of hearing revealed a moderate hearing loss.
Several Factors Predict Literacy Outcomes

- Socioeconomic status
- Oral Language Skill
  - Word Knowledge
  - Grammar and Syntax
  - Listening Comprehension
- Phonological Awareness
  - Rhyming, Syllables, Onset-Rime, Phonemes
- Alphabet Knowledge
- Letter-Sound Knowledge
Jessica

- Jessica just started first grade.
- In the classroom, Jessica hesitates to respond when called upon, shrugs her shoulders, and appears frustrated with reading and writing tasks.
- When asked if she reads or writes outside of school, Jessica curtly commented that she “doesn’t have time.”
Jessica

• In class she remains silent or answers with single words or short phrases.

• If she doesn’t know something, she slams her book on the desk and drops her pencil.

• In late September she was administered the Oral Language Acquisition Inventory-2.
### Figure 4.1  Jessica’s OLAI-2 Performance Summary and Performance Profile

#### Performance Summary

<table>
<thead>
<tr>
<th></th>
<th>PreK</th>
<th>K–3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonemic Awareness</td>
<td>%</td>
<td>46%</td>
</tr>
<tr>
<td>Print Concepts</td>
<td>/8</td>
<td>9/11</td>
</tr>
<tr>
<td>Repeated Sentences</td>
<td>/29</td>
<td>19/29</td>
</tr>
<tr>
<td>Story Retelling</td>
<td>%</td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td>/4</td>
<td>2/4</td>
</tr>
</tbody>
</table>

#### Performance Profile

**PRESCHOOL**

<table>
<thead>
<tr>
<th></th>
<th>Stage I</th>
<th>Stage II</th>
<th>Stage III</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Least Experienced</td>
<td>Basic</td>
<td>Most Experienced</td>
</tr>
<tr>
<td>Phonemic Awareness</td>
<td>&lt; 30%</td>
<td>30–40%</td>
<td>&gt; 40%</td>
</tr>
<tr>
<td>Print Concepts</td>
<td>&lt; 4</td>
<td>4–5</td>
<td>6–8</td>
</tr>
<tr>
<td>Repeated Sentences</td>
<td>&lt; 14</td>
<td>14–18</td>
<td>&gt; 18</td>
</tr>
<tr>
<td>Story Retelling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word Count</td>
<td>&lt; 30%</td>
<td>30–40%</td>
<td>&gt; 40%</td>
</tr>
<tr>
<td>Story Elements</td>
<td>&lt; 2</td>
<td>2</td>
<td>3–4</td>
</tr>
</tbody>
</table>

**GRADES K–3**

<table>
<thead>
<tr>
<th></th>
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<th>Stage II</th>
<th>Stage III</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Least Experienced</td>
<td>Basic</td>
<td>Most Experienced</td>
</tr>
<tr>
<td>Phonemic Awareness</td>
<td>&lt; 40%</td>
<td>40–50%</td>
<td>&gt; 50%</td>
</tr>
<tr>
<td>Print Concepts</td>
<td>&lt; 6</td>
<td>6–8</td>
<td>9–11</td>
</tr>
<tr>
<td>Repeated Sentences</td>
<td>&lt; 18</td>
<td>18–24</td>
<td>&gt; 24</td>
</tr>
<tr>
<td>Story Retelling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word Count</td>
<td>&lt; 40%</td>
<td>40–50%</td>
<td>&gt; 50%</td>
</tr>
<tr>
<td>Story Elements</td>
<td>&lt; 3</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Figure 2.1  Stress Responses When Learning is Difficult: Coping Styles

Learning Behaviors

FLEXIBLE
Teacher
TASK
Student

The student interacts positively with the teacher, approaches and focuses on the task.

FIGHT
Teacher

The student confronts the teacher or the task to avoid the work.

FLIGHT
Teacher
TASK

The student flees from the task and interaction with the teacher or the task.
### Recommendations

**Figure 4.2  Jessica’s OLAI-2 Results and Oracy Instruction Plan**

<table>
<thead>
<tr>
<th>Results</th>
<th>Oracy Instruction Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Stage II overall</td>
<td>- Oral Language</td>
</tr>
<tr>
<td>- Stage III Print Concepts</td>
<td>- Expand and refine sentences and vocabulary</td>
</tr>
<tr>
<td>- Story Retelling skills at Stage 1</td>
<td>- Daily shared reading activities with high-interest topics</td>
</tr>
<tr>
<td>Very few words, sentence fragments</td>
<td>- Discourse Skills</td>
</tr>
<tr>
<td>- Fight tendency</td>
<td>- Explicit teaching of story elements</td>
</tr>
<tr>
<td>Impulsive and focused on getting through</td>
<td>- Weekly retelling activities using modeling</td>
</tr>
<tr>
<td></td>
<td>- Learning Behavior</td>
</tr>
<tr>
<td></td>
<td>- Structure activities for immediate success</td>
</tr>
<tr>
<td></td>
<td>- Build challenge with discussion about flexible behavior</td>
</tr>
</tbody>
</table>
Enabling Young Children to Develop Competence

- Provide effective instruction.
- Assess and monitor students’ achievement of objectives.
- Provide targeted intervention.
Effective Instruction

- Provide explicit instruction in social, emotional, and behavioral skills.

- Provide language-enrichment.
  - Talk with children
  - Engage children in conversation

- Provide explicit instruction in phonological awareness.

- Provide instruction in basic concepts.
Assessment

When assessing, consider the multiple factors that could impact the child’s learning.

- Sensory-Motor Functions
- Attentional Processes
- Visual-Spatial processing
- Language Processing
- Memory
- Executive Functions
- Social-Emotional, Cultural, Familial
Assessment and Intervention

• Analyze the assessment data to identify appropriate interventions.

• Intervention plans must address identified skill deficits and factors that contribute to the achievement weaknesses.
References


References


References


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Comments and Questions
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