

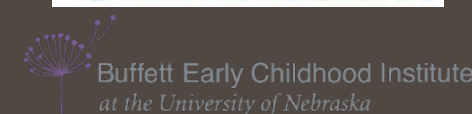


Assessment Practices in Rural Head Start When Children Speak Spanish

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Tuesday, April 23rd
11:30 a.m.-12:15 p.m.



Introduction



- Children who speak multiple languages have special needs compared to mono-lingual children.
- This includes access to linguistically valid assessment services
- Our goal: understand the inter-rater agreement between Spanish-speaking parents and mono-lingual teachers using the AEPS-3 Ready Set and AEPS-3 FACS

“Words form the thread on which we string our experiences,”
~Aldous Huxley in *The Olive Tree*

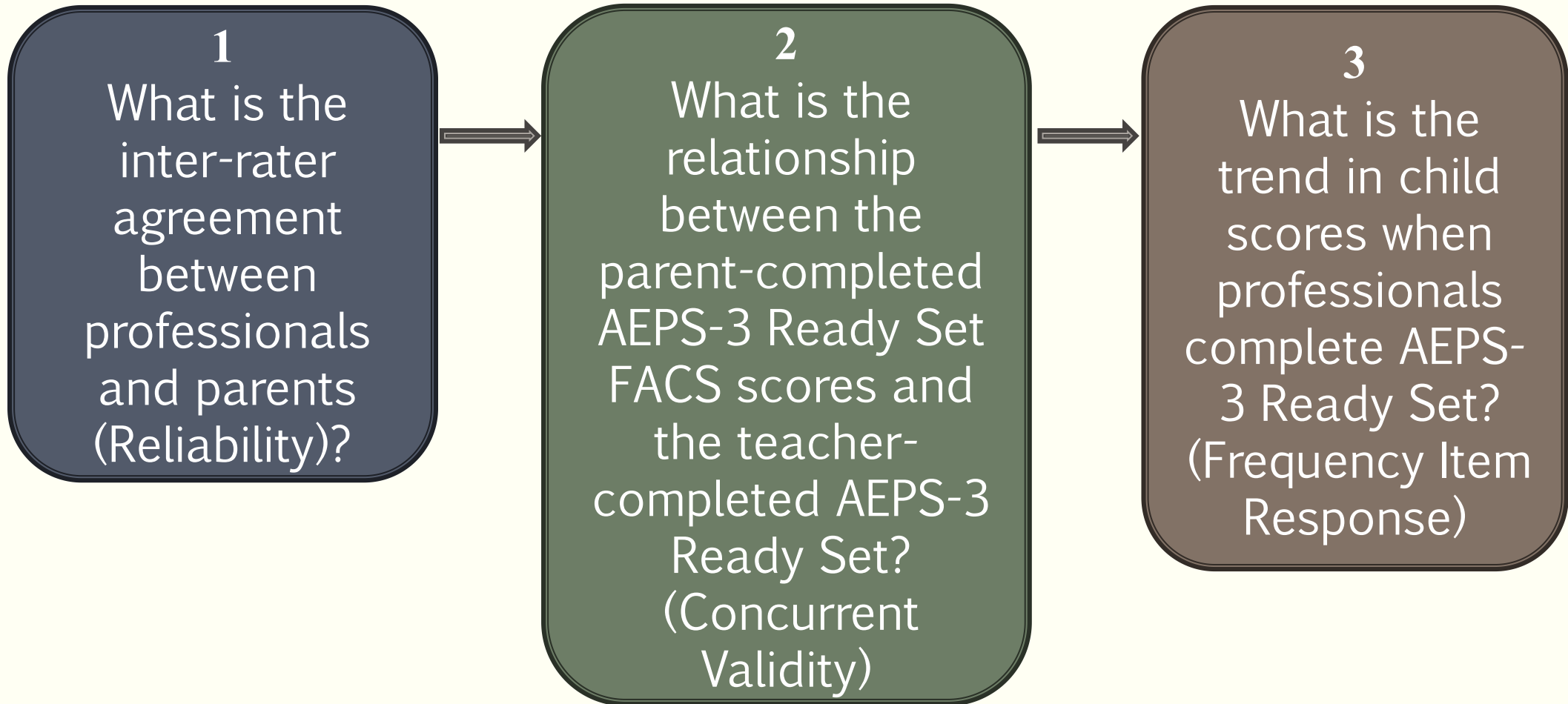
Background

What are Convergence and Divergence in How Parents and Educators Interpret Child Development When Preschoolers Transition to Kindergarten?



- Collaboration with Head Start preschoolers transitioning to Kindergarten
- Conducted in the Spring for children starting Kindergarten in the Fall
- Part of a larger study (2022-2023)
 - 53 children
 - 24 (year 1); 29 (year 2)
 - 53 families
 - 23 teachers
 - 17 (year 1); 6 (year 2)
- Funding- Research Diversity Seed Grant (PI- Macy; CoPI- Reid)
 - Funding source: Research Services Council (RSC) of University of Nebraska

Research Questions



Methodology

- This study used quantitative methodology.
- Participants
 - 9 teachers
 - 9 children/families
- Teachers were recruited from rural Head Start settings
- Teachers received a 2-hour training on conducting the AEPS-3 Ready Set assessment
- Materials were provided in Spanish for Spanish speaking families
- AEPS-3 Ready Set- 40 items: **fine motor** (5%), **gross motor** (8%), **adaptive** (5%), **social emotional** (20%), **social communication** (7%), **cognitive** (15%), **literacy** (25%), and **math** (15%)
- FACS:- 30 items: same as the Ready Set except for **two** in social emotional, **one** in social communication, **three** in literacy, and **two** in math

Tools:

- AEPS-3 Ready Set
- AEPS-3 Family Assessment of Child Skills (FACS) of Ready Set

References for the two measures

(AEPS-3 Ready Set and AEPS-3 FAC)

- Bricker, D., Dionne, C., Grisham, J., Johnson, J.J., Macy, M., Slentz, K., & Waddell, M. (2022). AEPS®-3 ready-set. In D. Bricker, C. Dionne, J. Grisham, J.J. Johnson, M. Macy, K. Slentz, & M. Waddell, Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3). Baltimore: Brookes Publishing Co.
- Bricker, D., Dionne, C., Grisham, J., Johnson, J.J., Macy, M., Slentz, K., & Waddell, M. (2022). AEPS®-3 family assessment of child skills. In D. Bricker, C. Dionne, J. Grisham, J.J. Johnson, M. Macy, K. Slentz, & M. Waddell, Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3). Baltimore: Brookes Publishing Co.



Ready-Set FACS Family
Assessment of Child
Skills



Ready-Set FACS Family
Assessment of Child
Skills *Spanish*



Ready-Set



Ready-Set *Spanish*

Procedure and Data Analysis

- Participants completed the AEPS-3 Ready Set and the AEPS-3 FACS.
- This gave rise to two independent observations;
 - one from professionals and the other from parents
 - assessing the child's performance across eight domains: fine motor, gross motor, adaptive, social-emotional, social communication, cognitive, literacy, and math.
- Inter-rater reliability, comparing assessments made by professionals and parents, was assessed.
- The agreement between raters was measured by calculating correlation coefficients across average raw scores and developmental domains.



Results

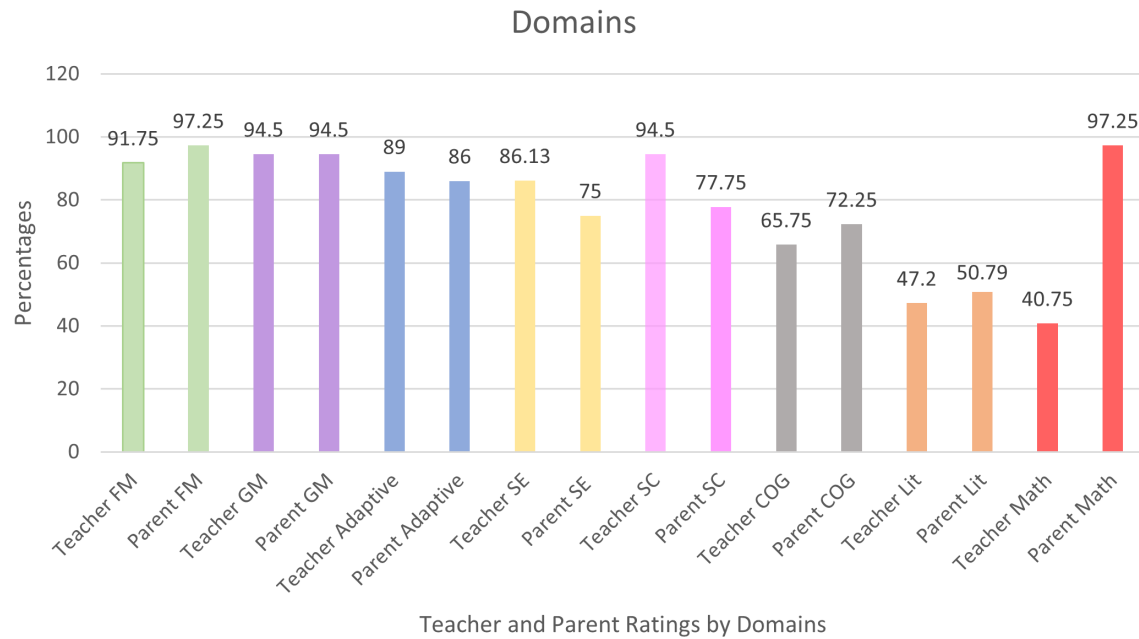
Table 1
Rural Head Start Educator Demographics (N = 9)

Factor	Year 1 n=7	Y1 %	Year 2 n=2	Y2 %
Ethnicity				
African American	-		-	-
Asian/Pacific Islander	-		-	-
Caucasian (Non-Hispanic)	7	100	2	100
Latino or Hispanic	-		-	-
Native American/Aleut	-		-	-
Other	-		-	-
Age				
20-30	-		-	-
30-40	3	42.9	1	50
40-50	2	28.6	1	50
Over 50	2	28.6	-	-
Did not answer	-		-	-
Educational Background				
High School	-		-	-
Some college/CDA	2	29	-	-
AA degree	1	14	1	50
Bachelor's degree	4	57	1	50
Graduate degree and above	-		-	-
Skill level with assessment				
Very low	-		-	-
Low	1	14	-	-
High	2	29	2	100
Very high	4	57	-	-
Did not answer	-		-	-

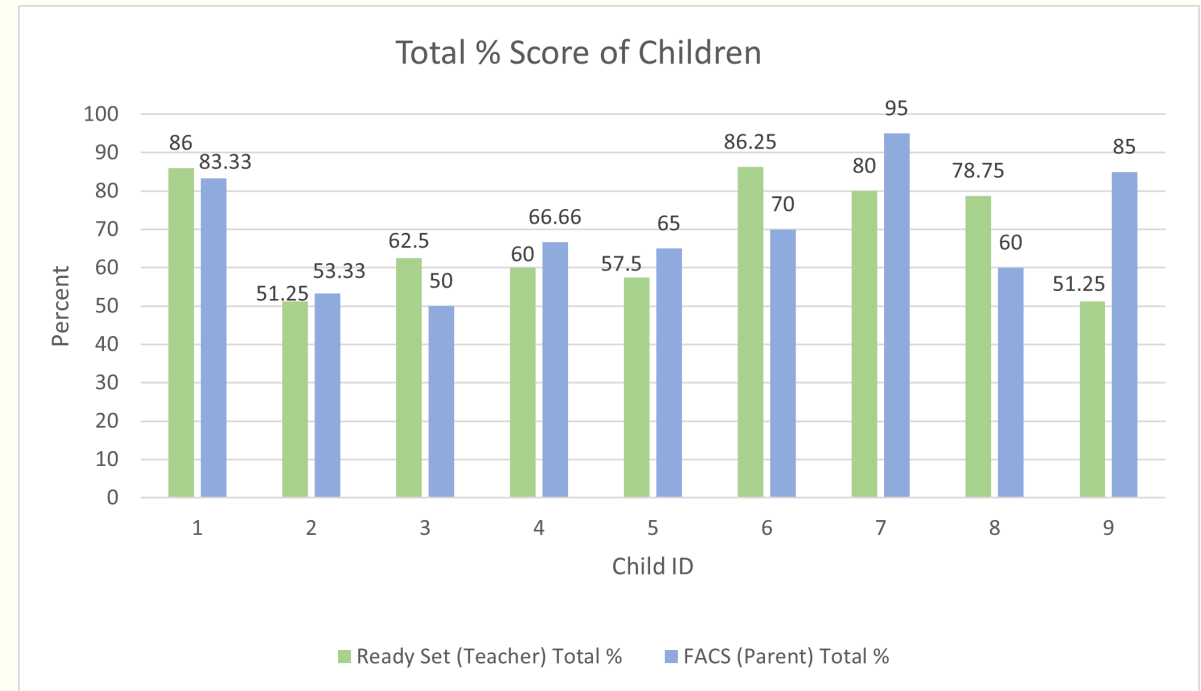
Table 2
Children and their Family Demographics

Factor	Year 1 n=5	Y1 %	Year 2 n=4	Y2 %
Ethnicity (children)				
African American	-	-	-	-
Asian/Pacific Islander	-	-	-	-
Caucasian (Non-Hispanic)	-	-	-	-
Latino or Hispanic	4	80	4	100
Native American/Aleut	-		-	-
More than 1	1	20	-	-
Did not answer	-	-	-	-
Gender				
Female	1	20	3	75
Male	4	80	1	25
Developmental Status				
No history or indication of developmental delay	3	60	4	100
Suspected developmental delay or disability	-	-	-	-
Identified delay or disability	2	40	-	-
Did not answer	-	-	-	-
Receives special services				
Yes	2	40	-	-
No	3	60	4	100
Did not answer	-	-	-	-
If yes, what type?	Language, IEP/Therapy	-	-	-
Family Income				
Below \$10K	2	40	-	-
\$10-50K	2	40	1	25
\$50-100K	-	-	1	25
Did not answer	1	20	2	50

Results



Mean Scores of Teachers and Parents' Agreement on 8 Child Developmental Domains



Mean Scores of Teachers and Parents for 9 Spanish Speaking Children

Results

Basic Agreements:

- **Adaptive Skill.** There was a strong positive correlation between adaptive items on the AEPS-3 Ready Set and AEPS-3 FACS when scored by teachers and parents, $r = 0.81, p < .05$.
- **Cognitive Skill.** There was a weak positive correlation between cognitive items on the AEPS-3 Ready Set and AEPS-3 FACS when scored by teachers and parents, $r = 0.10, p < .05$.
- **Fine Motor.** There was a weak negative correlation between fine motor items on the AEPS-3 Ready Set and AEPS-3 FACS when scored by teachers and parents, $r = -0.25, p < .05$.
- **Gross Motor Skill.** There was a strong positive correlation between gross motor items on the AEPS-3 Ready Set and AEPS-3 FACS when scored by teachers and parents, $r = 0.81, p < .05$.
- **Social Emotional Skill.** There was a moderate positive correlation between social emotional items on the AEPS-3 Ready Set and AEPS-3 FACS when scored by teachers and parents, $r = 0.51, p < .05$.
- **Social Communication Skill.** There was a weak positive correlation between social communication items on the AEPS-3 Ready Set and AEPS-3 FACS when scored by teachers and parents, $r = 0.28, p < .05$.
- **Literacy Skill.** There was a weak positive correlation between literacy items on the AEPS-3 Ready Set and AEPS-3 FACS when scored by teachers and parents, $r = 0.43, p < .05$.
- **Math Skill.** There was a moderate positive correlation between math items on the AEPS-3 Ready Set and AEPS-3 FACS when scored by teachers and parents, $r = 0.67, p < .05$.

Conclusion

- Mean scores on the children's skills across eight domains/areas tended to show a strong degree of congruency between parents of Spanish speaking children and their mono-lingual Head Start teachers.
- The two domains with the biggest difference was math and social communication.
 - mono-lingual teachers rated the children's social communication skills much higher than their parents
- When rating children's math skills, mono-lingual teachers rated the children's skill lower compared to their parents.
- Overall, there was a positive correlation between teachers' and parents' scores across most domains, indicating agreement in assessment.
- These findings underscore the importance of further exploration into the cultural and linguistic factors that may influence assessment outcomes.

Future Directions

Future directions for this research could be to:

Delve deeper into the factors influencing the observed discrepancies in assessment outcomes, particularly the fine motor domain with a negative correlation.

Cultural interpretation of fine motor skill?

Examine the outcomes for multi-lingual learners compared to their mono-lingual peers.



References



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QUESTIONS?

Thank you!

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