Welcome to the DECA for Infants & Toddlers Webinar!
December 9, 2009

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Devereux Early Childhood Initiative

Objectives
- Learn about the Devereux Early Childhood Assessment Program for Infants and Toddlers
  - Child Assessments
  - Social and Emotional Environmental Tool (CARE checklist)
  - Adult Resilience Tools
- Learn about the benefits of using the DECA-IT Program across various early childhood programs
- Questions and Answers

Why the Focus on Resilience?
- Infants and Toddlers face daily risk.
- Young children are being expelled from child care at 3 times the rate of children expelled from K-12, and 3-5 times for children of color (Gilliam, 2005).
- One in five children enters kindergarten with poor social development skills: it’s difficult for them to join others in play; they don’t have the ability to make and keep friends; and they do not positively interact with their peers (Raver and Knitzer 2002).

Defining Resilience
- The ability to recover from or adjust to misfortune or change
- The ability to bounce back
- “Overcoming the Odds”

Resilience Theory: A Ray of Hope
- Emmy Werner – Hawaii- Study began in 1955
- Selected 500 plus children born at risk that year
- Further examined 30% of the children who were at high risk (with 4 or more significant risk factors)
  - 2/3 had significant negative life problems
  - but 1/3 did not! They had positive outcomes!
  - described as children who... “lived well, loved well, played well & expected well”
- What characterized these children?

Resilience Model
The DECA-I/T Program Supports Protective Factors Across the...

Defining the DECA for Infants and Toddlers

- The Devereux Early Childhood Assessment for Infants and Toddlers (DECA-I/T) is an instrument for assessing protective factors.
- The DECA-I/T also screens for potential risks to social and emotional development in very young children.

The Devereux Early Childhood Assessment for Infants and Toddlers

Designed to build 3 within-child protective factors...

- Attachment/Relationships
- Initiative
- Self-regulation

INITIATIVE: The infant or toddler’s ability to use independent thought and action to meet his or her needs.

- Show concerns for other children
- Try to comfort others
- Play make-believe
- Try to clean up after herself/himself
- Show preference for a particular playmate
- React to another child’s cry
- Ask to do new things
- Play with other children
- Participate in group activities
- Try to do things for herself/himself
- Follow simple directions

ATTACHMENT/RELATIONSHIPS: The mutual, strong, long-lasting relationship between an infant or toddler and significant adults such as parents, family members, and teachers.

- Show affection for familiar adults
- Smile at familiar adults
- Act happy with familiar adult
- Show pleasure when interacting with adults
- Smile back at familiar adults
- Seek comfort from familiar adults
- Express a variety of emotions
- Reach for familiar adult
- Make needs known to a familiar adult
- Accept comfort from a familiar adult
- Act happy when praised
- Make eye contact with others
- Make others aware of her/his needs
- Show interest in her/his surroundings
- Respond to her/his name
- Respond to name when spoken to
- Enjoy being cuddled
- Enjoy interacting with others

SELF-REGULATION: Child’s ability to actively control arousal and his or her response to it.

- Handle frustration well
- Accept another choice when the first choice was not available
- Adjust to changes in routine
- Calm herself/himself
- Easily follow a daily routine
- Have regular sleeping patterns
- Easily go from one activity to another

12/9/09

1-Hour DECA-IT Webinar, Devereux Early Childhood Initiative
DECA-Infant : Record Form

Devereux Early Childhood Assessment for Infants
Record Form
(1 month up to 18 months)
Mary Mackrains, Paul LeBuffe and Gregg Powell

Infant's Name
Gender
DOB
Age
(Person Completing this Form)
Relationship to Infant
(Date of Rating)
Site/Program
Room

This form describes a number of behaviors seen in some infants. Read the statements that follow the phrase: During the past 4 weeks, how often did the infant... and place a check mark in the box underneath the word that best describes the behavior. Answer each question carefully. There are right and wrong answers. Please answer every item. If you wish to change your answer, put an X through it and fill in your new choice as shown in the right.

Item # During the past 4 weeks, how often did the infant...
1. enjoy doing new things?
2. respond when spoken to?
3. imitate actions of others?
4. enjoy interacting with others?
5. keep trying when unsuccessful?
6. enjoy being cuddled?
7. show interest in what others were doing?
8. show affection for a familiar adult?
9. notice changes in surroundings?
10. seek comfort from familiar adults?
11. adjust her/his energy level to type of play?
12. act in a good mood?
13. act happy when praised?

DECA-Toddler : Record Form

Devereux Early Childhood Assessment for Toddlers
Record Form
(18 months up to 36 months)
Mary Mackrains, Paul LeBuffe and Gregg Powell

Toddler's Name
Gender
DOB
Age
(Person Completing this Form)
Relationship to Toddler
(Date of Rating)
Site/Program
Room

This form describes a number of behaviors seen in some toddlers. Read the statements that follow the phrase: During the past 4 weeks, how often did the toddler... and place a check mark in the box underneath the word that best describes the behavior. Answer each question carefully. There are right and wrong answers. Please answer every item. If you wish to change your answer, put an X through it and fill in your new choice as shown in the right.

Item # During the past 4 weeks, how often did the toddler...
1. enjoy interacting with others?
2. show affection for a familiar adult?
3. adjust to changes in routine?
4. seek comfort from familiar adults?
5. make needs known to a familiar adult?
6. act happy with familiar adults?
7. show interest in her/his surroundings?
8. respond when spoken to?
9. show concern for other children?
10. try to comfort others?
11. act happy when praised?
12. participate in group activities?
13. make new contact with others?
Scoring the DECA-IT

Individual Profile
Pre and Post Significance Tables

<table>
<thead>
<tr>
<th>Table 10: Pre-Post Toddler Teacher Ratings</th>
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<tbody>
<tr>
<td><strong>Pre-Test Obtained</strong></td>
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Reflective Checklist for the Environment

The infant/toddler environment includes the physical space where children play, whatever indoors or out, the toys and materials children use, how things are displayed, and the people who help work with children valued and supported. Environments are considered healthy places where infants and toddlers explore and learn, building relationships and interact. Environments set up in a child-friendly way support self-regulation skills as infants and toddlers play and learn.

<table>
<thead>
<tr>
<th>In My Care Setting</th>
<th>Always</th>
<th>Sometimes</th>
<th>Not Yet</th>
<th>Examples</th>
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<tbody>
<tr>
<td>1. Make sure there are enough chairs to safely care for infants and toddlers.</td>
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<td>2. Keep the area where infants and toddlers sleep and rest clean.</td>
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<td>3. Create a learning environment to reflect all the children’s families.</td>
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<td>4. Provide materials (blocks, toys, or mirrors) with their senses (scent, touch, hearing, tasting, and seeing).</td>
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<td>5. Have duplicates of favorite toys.</td>
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<td>6. Have easy access to toys and materials.</td>
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<td>7. Provide individual spaces where infants and toddlers can store their personal things.</td>
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<td>8. Display toys within reach of infants and toddlers can see which is available and made obvious.</td>
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<td>9. Have a comfortable place to rest infants and toddlers for care time.</td>
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Chapter 7 - Environment

For Now and Forever

Group Profile

Devereux Early Childhood Assessment for Infants and Toddlers: Group Care Profile

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What is in a DECA-I/T Kit?

• 20 For Now and Forever Guides

• 1 Strategies Guide

• 1 Users Guide

What Is in a DECA-I/T Kit?

• 30 Toddler assessments, 20 Infant assessments and a master set of reproducible scoring profiles

• 3 Building Your Bounce Reflective Journals (to support Adult Resilience)
DECA-I/T within a System

Intervention

Prevention

Promotion

Levels of Service

Promotion  Services to strengthen caregiver skills and relationship with child
  > DECA-I/T supports knowledge building of social-emotional milestones

Prevention  Services for families and children with identified social risks, delays, special health needs, and disabilities
  > DECA-I/T supports individualized planning, picking up on risk factors and building within child protective factors

Intervention  Services for families of children diagnosed with serious emotional disorders or severe mental behavioral health problems
  > DECA-I/T can help in measuring social and emotional treatment outcomes using standardized scores

National Efforts

• Part C Pilot in Michigan
• Community Mental Health Pilot in Michigan
• Use in Early Childhood Mental Health Consultation Programs
• Early Head Start - EHS Outcomes & DECA-I/T crosswalk

What Are the Benefits of the DECA-I/T?

• It has an emphasis on strength-based, promotion, prevention and assessment-guided intervention and fostering resilience
• It supports efforts to strengthen adults understanding, recognizing and nurturing of social and emotional growth of babies and toddlers across care settings.
• It is an assessment that is psychometrically sound and leads to positive changes!
• It allows for measuring outcomes related to children’s social and emotional development. By comparing changes over time in an individual child’s scores, the DECA-I/T can be used to evaluate the effectiveness of program activities and operations.
Questions and Reflections

• What are you wondering about?