



Why Assess Basic Concepts as Part of a Comprehensive Assessment?

Presented by: Selina Oliver, NCSP

Date: Thursday, May 9, 2024

Time: 1:00 p.m. to 2:00 p.m. ET

Delivery method: Live webinar

Instructional level: Intermediate

Sponsored by: NCS Pearson, Inc.

Overview

Early basic concept acquisition in young children is strongly influenced by hands-on activities and life experiences during interactions with family members. More advanced concepts can be developed through formal academic exposure (e.g., “happy” vs. “delighted” or “sad” vs. “disappointed”). Concept development underpins all communications and academic subject matter. If children understand the nexus of foundational and topical concepts, they can understand and meaningfully discuss with depth and breadth any related subject. When children do not understand these essential concepts, they struggle to grasp the conjoint relationships between otherwise tangentially related facts. Comprehension of basic concepts is critical for school success, highly relevant to educational terminology, and central to early childhood standards in all 50 states.

In this webinar, data will be presented to highlight the value of dedicated basic concept assessment to determine if a child understands the basic concepts needed to be successful in formal education, identify the basic concepts a child has mastered and the concepts the child has not learned, and to contribute information to psychoeducational assessment. Finally, reliability and validity data for the Bracken Basic Concepts Scale (4th ed.): Receptive™ (BBCS-4: R™) and the Bracken School Readiness Assessment™ (4th ed.; BSRA™-4) will be presented that show excellent internal inconsistency coefficients for both the normative sample and groups of children with a developmental delay or language impairment and children who are gifted and talented.

Learner Outcomes

After completing this webinar, participants will be able to:

1. Explain how the comprehension of basic concepts is related to children's understanding of daily classroom conversations, teacher directions, and school curricula
2. Explain how concept development is a powerful predictor of overall language development, cognitive functioning, and school readiness
3. Explain how testing concept attainment can be an integrated part of your assessment battery

Time-Ordered Agenda

15 minutes	Importance of basic concept development
10 minutes	Challenging assumptions about concept development
5 minutes	Vocabulary vs concept development comparison
10 minutes	Incorporating the BBCS-4:R into a comprehensive assessment
5 minutes	BBCS-4:R – Psychometrics – Norms, validity, reliability

10 minutes	Intervention
5 minutes	Q & A

About the Presenter

Ms. Oliver holds a M.A., C.A.S. in School Psychology from Towson University (MD), where she has served as an adjunct professor in the field of School Psychology. Ms. Oliver is a Nationally Certified School Psychologist (NCSP) with additional school psychology credentials in Virginia and Maryland. As a Senior Assessment Consultant for Pearson Clinical Assessment, Ms. Oliver provides consultation and education regarding a wide variety of assessment and intervention needs for school-based clinicians and educators. Ms. Oliver enjoys the opportunity to work with school districts to highlight her passion of blending technology and psychology.

Disclosures

Financial

Selina Oliver is employed by Pearson Clinical Assessment.

Non-financial disclosure: No relevant non-financial relationship exists.

Course Content Disclosure: NCS Pearson, Inc. is the sponsor of this webinar. Pearson develops and distributes assessments and intervention tools for speech-language pathologists, psychologists, and occupational therapists. This webinar will cover information that pertains to the effective and appropriate use of the Bracken Basic Concept Scales (4th ed.): Receptive (BBCS-4:R) and Bracken School Readiness Assessment (4th ed.; BSRA-4) published by Pearson Clinical Assessment. No other assessments or interventions will be discussed during this presentation.

References

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