Developmental Assessment of Young Children: 2nd Edition

Online Class

Unit 1 of 2

DAYC-2 Online Class
Purpose

- Learn about the differences and similarities between the DAYC & DAYC-2
  - Administration
  - Scoring
- Interpret DAYC-2 results accurately
- Refresh your skills in child assessment.

DAYC – 2 Online Class Objectives

- Understand the situations under which the DAYC-2 will be used;

- Accurately calculate the necessary testing points to obtain the raw score;

- Use the tables in the manual to obtain standard, age equivalent, & percentile rank scores

- Determine discrepancies between domains or subdomain scores.

- Integrate information from the DAYC-2 with other assessment information to make decisions about eligibility on the basis of

  - Diagnosis

  - Developmental Delay

  - Informed Clinical Opinion

- Complete written statements about the child's abilities under each of the developmental domain categories.

DAYC – 2 Online Course Organization

- This class is presented as 2 separate units.

- You need to download and print the workbook. Read the workbook before you complete the on-line units.

- Have the workbook with you when you do online units 1 and 2. The workbook includes some activities to do during both units.

- You will turn in the workbook to your supervisor with your certificate when you have successfully completed the quiz.

- All 2 units do not need to be completed at the same time but may be completed at different times, different days, etc.

(continued)

DAYC – 2 Online Course Organization

- There is one quiz that is completed after both units are finished. The quiz cannot be taken until both units are completed.

- There are 20 quiz questions; you need to obtain a score of 80% correct ----- answer 16 questions correctly.

- Following completion of the quiz, you will receive feedback about which questions were NOT answered correctly.

- If you have not achieved a score of 16, you will be given the opportunity to complete a 2nd quiz.   If you do not receive 80% on the 2nd quiz, you will need to repeat both online units a 2nd time. You may take the class twice.

DAYC-2 Unit 1

- Know when to use the DAYC-2

- Understand the subtests and how to administer items

- Obtain the raw score by using the entry point, basal, and ceiling points and summing all correct items.

- Convert the raw score to age equivalent, % rank, and standard scores.

- Calculate discrepancy scores and understand their meaning.

Administration Background

- DAYC-2 is based on observing the child in natural settings & in interactions with familiar people; based on observation, items are marked.

- Opportunities to demonstrate items that are not easily observed may be elicited by the examiner or via the examiner to the parent

- If items still remain that cannot be observed or elicited the parent can be asked about their observations in other situations. A good rule of thumb is to ask open-ended (tell me about Makala during bedtime) rather than direct (does Makala read a book?) questions.
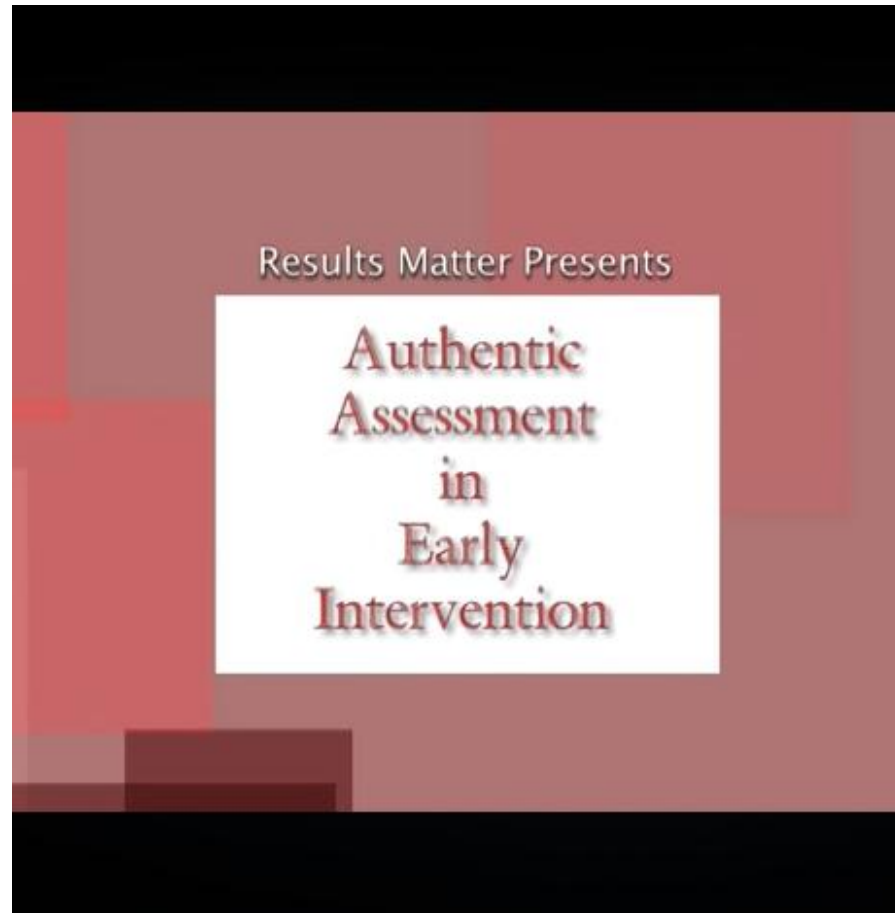
Learning Activity 1

- Watch the tape that will be shown next.

- Follow along on workbook page 7.

- Notice the skills that are performed when you observe children's performance.

- List these skills on the chart on page 7.

- Look up the skills on the DAYC-2 Scoring Forms to see if they are items on any of the Domains.

DAYC – 2
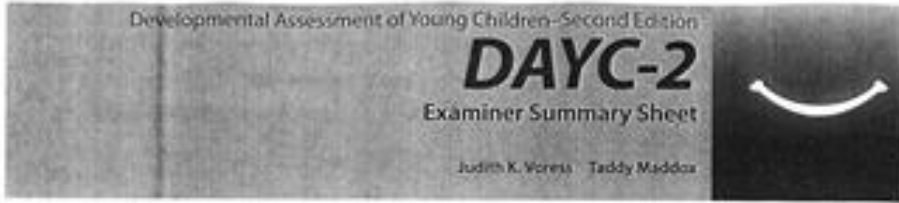
Video

Differences between DAYC versions

DAYC	DAYC-2
Norms based on 1996 US Census	Norms based on 2010 Census
Normative sample included 1267 children from 27 states	Normative sample included 1832 children in 20 states collected by 87 current DAYC users; 7% were identified as having disabilities (comparable to national average)
	Two subscales – communication and physical development – are further divided into subdomains
	Simplified procedures used to identify Ceiling point.
	Simplified procedures used to perform discrepancy analyses between subdomains or domain subscales.

What is the 1ˢᵗ thing to do?
Calculate Chronological Age
(see examples in workbook on pages 8 & 9
Complete Worksheet A on page 10)

Developmental Assessment of Young Children–Second Edition

DAYC-2

Examiner Summary Sheet

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Section 1. Identifying Information

Name					Examiner's Name
Female ☐ Male ☐					Examiner's Title
	Year	Month	Day		Parent/Guardian
Date Tested					School/Day Care
Date of Birth					Respondent's Name
Age					Relationship to Child
Age in Months					Length of Time Respondent Has Known Child

With What Item Do I Begin the Test?

- Entry points are listed at the top of each Domain Scoring form page.

- Find the item number that matches the child's chronological age.

- Items are also starred on the item list.

- Begin marking the items that you have observed the child doing going forward from the Entry Point.

What are basal and ceiling points?

- **_Basal:_** The basal occurs when the child performs 3 consecutive items with a score of 1.

- **_Ceiling_**: The ceiling occurs when 3 items in a row are scored as zero.

- Refer to pages 12 to 15 in your workbook for various examples of basal and ceiling situations.

- Complete worksheet B on page 17 to show that you can correctly identify basal and ceiling scores.

Raw scores

- Find the item number for the lowest point of the 3 consecutive basal points.

- Add all the "1" scores between there and the 3 consecutive 0 scores for the ceiling.

- Do not include any scores of "1" that are past the ceiling point.

Raw Score Example

- Example: the lowest basal score was 11 and the ceiling began at 19 (items 19, 20, 21 were all scored 0)

- "1" scores were marked for items 12, 15, 16, 18. The raw score is 11 + 4 = 15.

- Use Worksheet B to practice calculating raw scores.

What steps do I follow to obtain all the different DAYC-2 scores?

- *Age Equivalent* (look up by **raw score** in Appendix A). Note that the age equivalent indicates the age level at which most children of that age obtained the raw score.

- *It is not accurate to subtract this age from the child's chronological age to obtain a percent of developmental delay.*

DAYC-2 Scores (continued)

- %ile Rank (look up by **standard score** in Appendix C)

- **Standard Score** (look up by **raw score** in Appendix B by age level)

- **Domain Standard Score** (look up in Appendix D by adding the 2 subdomain scores (e.g., gross & fine motor; receptive and expressive language) together

- **General Developmental Index --** add the sum of all the **standard scores** for each domain (e.g., communication; physical development) together to obtain a total sum and look this sum up on the charts in Appendix E.

Discrepancy Scores

- Read pages 19 -20 in your workbook to understand the purpose & meaning of discrepancy scores.

- Use the Tables on pages 23 & 24 of the Examiner's Manual to identify Domain Differences that are
  - Statistically significant
  - Clinically Useful

Discrepancy Score Interpretation

- If a child's score in one or more domains – e.g., Communication; Adaptive; Social-Emotional – is 1.5 standard deviations below the mean, the child is eligible for early intervention services

- Discrepancy score differences between subdomain scores, for example, receptive and expressive communication are only of interest when the total score for Communication is 1.5 standard deviations below the mean.

Activity 3: Worksheet C

- Refer to pages 21-22 of the workbook.

- Use your Examiner's Manual to look up the scores.

- Write a statement about the child's eligibility (or non-eligibility) for early intervention services in Pennsylvania.

DAYC-2 Key Point Review

- The DAYC-2 is totally re-standardized, re-normed.
- There are few changes in how the test is administered.
  - Ceiling scores are identified differently
  - Entry points are easier to identify
  - Two domains – communication and physical development – are broken into 2 subdomains each.
- Interpretive decisions are made based on standard scores. % of developmental delay is not recommended.

DAYC – 2

You have completed Unit 1.

- For further review, look for the DAYC-2 job aide at http://www.eita-pa.org
- Always refer to the DAYC/2nd Edition Examiner's Manual (2013)