

The DECA-C is a standardized, norm referenced behavior rating scale that assesses behaviors related to both social and emotional resilience and social and emotional concerns in preschool children ages 2 through 5. The DECA-C is comprised of the same three protective factors scales found on the DECA-First Edition (Initiative, Attachment, and Self-control), but also includes four behavioral concerns scales: Attention Problems, Aggression, Withdrawal/Depression, and Emotional Control Problems.

DECA-C (Clinical) Training Participant Manual

Devereux

CENTER FOR RESILIENT CHILDREN

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Devereux Center for Resilient Children

Mission Statement: The mission of the DCRC is to promote social and emotional development, foster resilience, and build skills for school and life success in all children and the adults who care for them.

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Bibliography

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Website

www.centerforresilientchildren.org

Resources Include:

- ✓ Crosswalks with the DCRC Resources and Early Head Start/Head Start Performance Standards, NAEYC Early Childhood Program Standards, CSEFEL Pyramid, and more!
- ✓ Research reports
- ✓ Newsletters
- ✓ Webinars
- ✓ Professional development information and registration
- ✓ Downloadable resources and ideas for use in the classroom and with families
- ✓ User experiences and testimonials
- ✓ Frequently Asked Questions
- ✓ And much, much more!

Devereux Early Childhood Assessment Clinical Form (DECA-C) Training

Agenda

- ✓ **Introductions & Setting the Stage** - Reviewing the DECA Program and understanding the role of the DECA-C within the context of the DECA Program system
- ✓ **Development of the DECA-C** - Understanding the standardization process, reliability/validity studies, and scales on the assessment
- ✓ **Administration & Interpretation** - Learning how to effectively utilize the assessment tool, including the process of rating, scoring, and interpreting results
- ✓ **Intervention & Referral** - Discussing the appropriate use of the DECA-C in the planning and referral process
- ✓ **Case Study** - Using the DECA-C with other information to assess and plan for an individual child
- ✓ **Wrap-up & Questions** - Discussing general questions as well as use of the DECA-C in your programs



The DECA Program

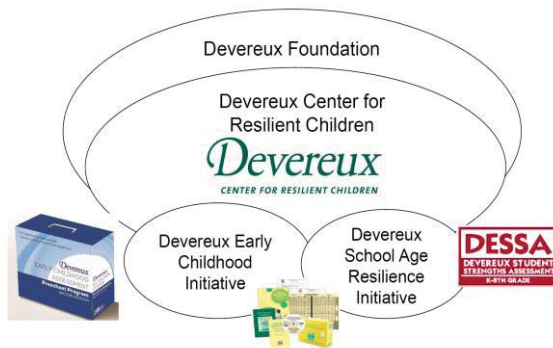


The Devereux Early Childhood Assessment System: **DECA Program** and DECA-C

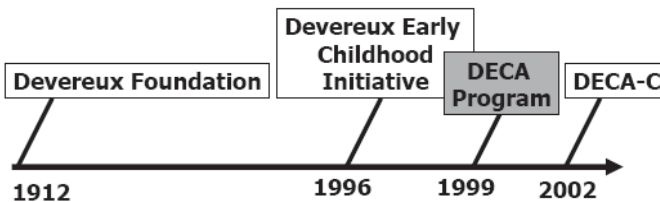


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Devereux Center
for Resilient Children



Time Line of Devereux Early Childhood Resources



DECA-P2 was released in 2012

Why the Need for DECA System?

What are risk factors that children face today?



What protective factors help offset these risks?

Guiding Theory for Resources: - Understanding Resilience -

- 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?

Resilient children learn to be...

self-starters
leaders
adventurous
problem-solvers

comfort-seekers
hopeful
creative

open-minded
resourceful

Protective Factors

"Characteristics, events or processes that decrease the impact of a risk factor and the likelihood of an adverse outcome."
(Kazdin, 1997)

Three categories

- Environmental
- Family
- Within-child

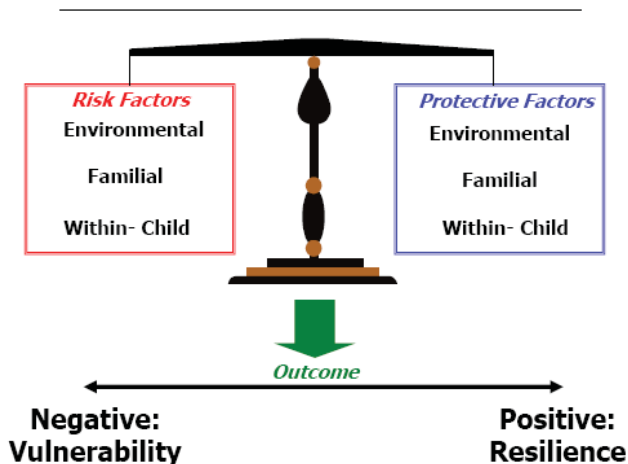
Risk Factors

"Biological or psychosocial hazards that increase the likelihood of a negative developmental outcome in a group of people." (Emmy Werner, 1992)

Three categories

- Environmental
- Family
- Within-child

Resilience Model



The Devereux Early Childhood Assessment (DECA) measures these three Within-child Protective Factors



Initiative: the ability to use independent thoughts and actions to meet one's needs

- Do things for himself/herself
- Keep trying when unsuccessful (act persistent)
- Ask other children to play with him/her
- Try or ask to try new things or activities
- Start or organize play with other children
- Participate actively in make-believe play
- Try different ways to solve a problem
- Focus his/her attention or concentrate on a task or activity
- Choose to do a task that was challenging for her/him
- Say positive things about the future (act optimistic)
- Make decisions for himself/herself

Self-control: the ability to experience a range of feelings and express them in ways society considers appropriate

- Control his/her anger
- Show patience
- Handle frustration well
- Calm herself/himself down when upset
- Accept another choice when her/his first choice was unavailable
- Listen to or respect others
- Share with other children
- Cooperate with others

Attachment: the ability to form a long-lasting relationship with significant adults such as parents, teachers, and other family members

- Act in a way that made adults smile or show interest in her/him
- Respond positively to adult comforting when upset
- Act happy or excited when parent/ guardian returns
- Show affection for familiar adults
- Ask adults to play with or read to him/her
- Trust familiar adults and believe what they say
- Seek help from children/adults when necessary
- Show an interest in what children/adults are doing

Permission to photocopy granted by the Devereux Early Childhood Initiative

The Devereux Early Childhood Assessment (DECA-P2) measures these three Within-Child Protective Factors



Initiative

The child's ability to use independent thought and action to meet his or her needs.

DECA-P2 Initiative Items

- Choose to do a task that was hard for him/her
- Try different ways to solve a problem
- Try or ask to try new things or activities
- Show confidence in his/her ability
- Show an interest in learning new things
- Keep trying when unsuccessful
- Make decisions for himself/herself
- Remember important information
- Start or organize play with others



Self-Regulation



The child's ability to express emotions and manage behaviors in healthy ways.

DECA-P2 Self-Regulation Items

- Handle frustration well
- Control his/her anger
- Show patience
- Accept another choice when his/her first choice is not available
- Cooperate with others
- Share with other children
- Listen to or respect others
- Calm himself/herself down
- Play well with others

Attachment/Relationships



The child's ability to promote and maintain mutual, positive connections with other children and significant adults

DECA-P2

Attachment/Relationships Items

- Show affection for familiar adults
- Seem happy or excited to see his/her parent or guardian
- Ask adults to play with or read to him/her
- Act in a way that makes adults smile or show interest in him/her
- Look forward to activities at home or school
- Trust familiar adults and believe what they say
- Appear happy when playing with others
- Show a preference for a certain adult
- Seek help from children/adults when necessary

Primary Goals of the DECA System Resources

- Identify young children's protective factors in the home and school environments
- Support teachers and families in their efforts to work together to help each child strengthen their resilience
- Reach children through interventions at the Universal, Targeted, and Expanded levels of intervention

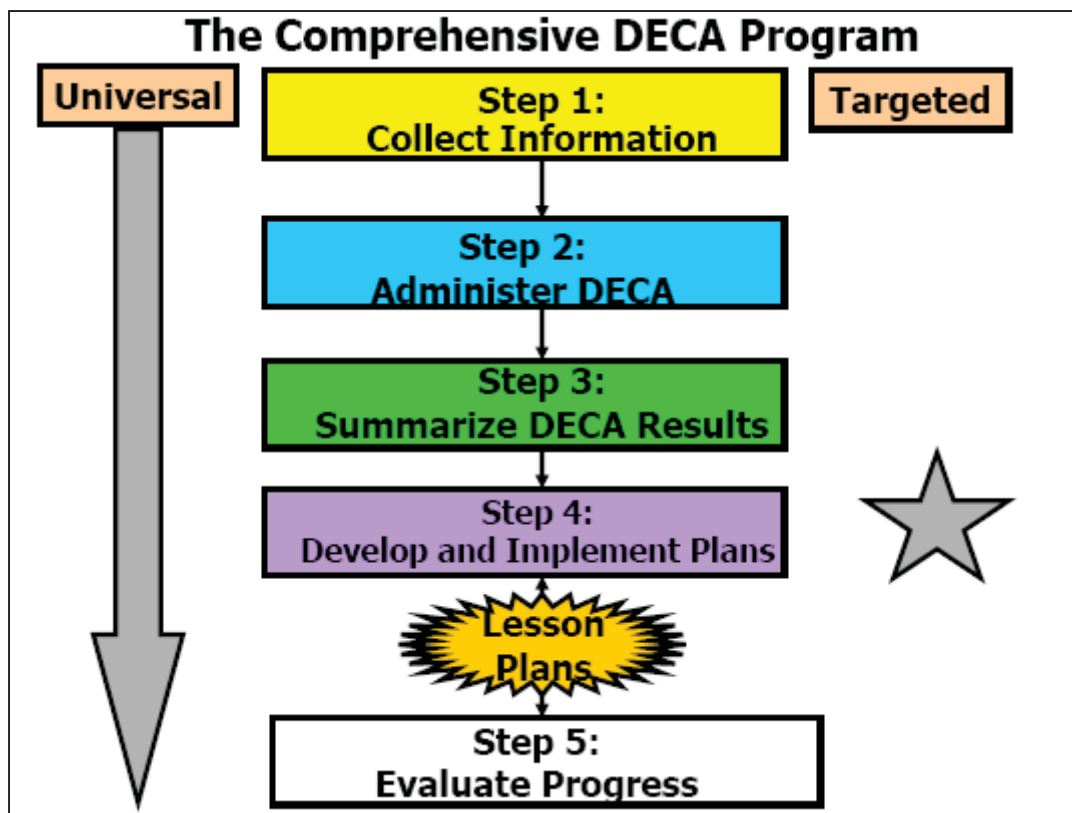
The Six Underlying Principles of DECA System Resources

1. Child-centered
2. Strength-based
3. Partnerships between teachers & families
4. Strategies that fit into current practices
5. Supports effective collaboration
6. Empowers data-driven professionals

The DECA Program



A Five-Step Approach



The Comprehensive DECA Program

Step 1: Collect Information

Before completing the assessment, a classroom must first collect information on:

- Appropriateness of Program Practices
- Individual Children

Collecting Information on Program Practices

The 5 Program Elements:

- 1.) Environment
- 2.) Daily Program
- 3.) Activities and Experiences
- 4.) Supportive Interactions
- 5.) Partnerships with Families



* Use Reflective Checklists to assess each program element

Reflective Checklists = Strategies!

Classroom Strategy Guide – Chapters 4-8:

- One chapter for each element: SPADE
- “Cheat sheet” 2-3 pages into each chapter
- Why the Strategy is supportive of the protective factors (IN, SC, AT)
- “Tips for the Teacher” for the group, and to respond to individual children

Devereux Reflective Checklist for Teaching Practices: ENVIRONMENT

In My Classroom I...	Almost Always	Sometimes	Not Yet	My Examples/Comments
E1: Create a homelike environment that reflects all children and their families (for example, through music, books, artwork, and toys).				
E2: Provide materials and toys that correspond to children's varying skills and interests, and offer appropriate challenges.				
E3: Provide materials and toys that support group play and development of social skills (for example, balls, wagons, a large cardboard box, dramatic play props and dress-up clothes).				
E4: Offer materials that encourage children to explore and express their feelings (for example, art materials, music, movement props, books that introduce and promote conversations about feelings, puppets).				
E5: Provide be-by-myself spaces that are private but still visible to teachers.				
E6: Display toys and materials within reach so children can see what is available and choose what they want to use independently.				
E7: Establish clear, accessible, and well-stocked areas for different kinds of play and learning experiences (for example, learning centers, small and large group activities, eating, napping).				
E8: Include space and materials for large muscle play, both indoors and out.				
E9: Post important classroom information for children, families, and visitors (for example, current daily schedule, upcoming events, volunteer list).				

* The Devereux Reflective Checklist for Teaching Practices is part of the Devereux Early Childhood Assessment (DECA) Preschool Program. Strategy suggestions for each item on the Reflective Checklist can be found in *Promoting Resilience in Preschoolers: A Strategies Guide for Early Childhood Professionals*. For more information about the DECA Preschool Program, please visit www.CenterForResilientChildren.org.

Collecting Information on Individual Children

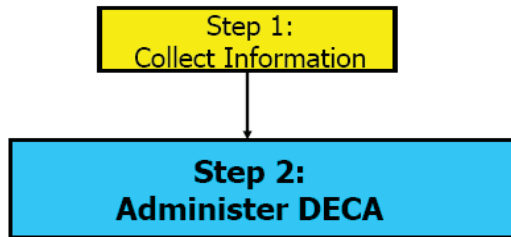
- Gather information on each child's social and emotional skills
- Information will guide completion of the DECA
- Minimum of 4 weeks
- Paying attention to children's strengths as well as needs



Observations

- "Learning to watch: Watching to learn"
- Is the method you use in your program...
 - Accurate: occur across a variety of times of day and week, types of activities, and settings
 - Objective: what you see and hear only
 - Complete: include a beginning, middle and end whenever possible

Comprehensive DECA Program



The Comprehensive DECA Program

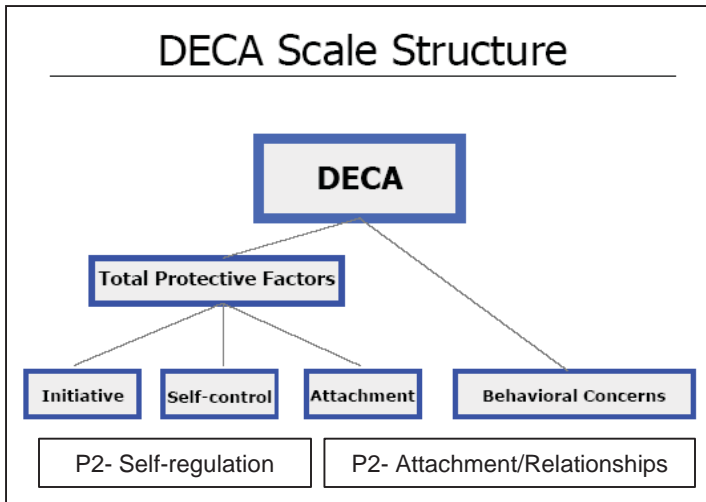


The assessment tool, the DECA, should be completed after at least four weeks of collecting information.

- Parent and Teacher both complete
- Appropriate for all children ages 2-5
- DECA-P2 for all children 3-5

The Devereux Early Childhood Assessment (DECA)

- A standardized, norm-referenced, strength-based assessment of protective factors in preschool children, which also has a screener for behavioral concerns
- The DECA is a reliable instrument that has validity
- Takes only 5-10 minutes to complete
- Parents and teachers complete the same form



- ### DECA Behavioral Concerns Scale
- 1.) Fail to show joy or gladness at a happy occasion
 - 2.) Touch children/adults inappropriately
 - 3.) Have temper tantrums
 - 4.) Have no reaction to children/adults
 - 5.) Use obscene gestures or offensive language
 - 6.) Destroy or damage property
 - 7.) Have a short attention span (difficulty concentrating)
 - 8.) Fight with other children
 - 9.) Become upset or cry easily
 - 10.) Get easily distracted
- First Edition**

- ### DECA Second Edition Behavioral Concerns Scale
- Seem sad or unemotional at a happy occasion
 - Have a temper tantrum
 - Seem uninterested in other children or adults
 - Use obscene gestures or offensive language
 - Destroy or damage property
 - Have short attention span (difficulty concentrating)
 - Fight with other children
 - Become upset or cry easily
 - Hurt others with actions or words
 - Get easily distracted
 - Touch children or adults in a way that you thought was inappropriate

- ### Who Can be a DECA Rater?
- Parents or Guardians, Teachers
 - Must know the child for 4 weeks (minimum of 2-3 hours/day for 2-3 days/week)
 - Read/understand English/Spanish at the 6th grade reading level



The Devereux Early Childhood Assessment (for children ages 2 through 5 years)

Paul A. LeBuffe ■ Jack A. Naglieri

Child's Name _____ Gender _____ DOB _____ Age _____
 Site/Program _____ Classroom _____
 Person Completing this Form _____ Relationship to Child _____ Date of Rating _____

This form describes a number of behaviors seen in some young children. Read the statements that follow the phrase: *During the past 4 weeks, how often did the child...* and place a check mark in the box underneath the word that tells how often you saw the behavior. Please answer each question carefully. There are no right or wrong answers. If you wish to change your answer, put an **X** through it and fill in your new choice as shown to the right. Please do not skip any items.

Never	Rarely	Occasionally	Frequently	Very Frequently
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Item #	During the past 4 weeks, how often did the child...	Never	Rarely	Occasionally	Frequently	Very Frequently
		✓	✓	✓	✓	✓
1	act in a way that made adults smile or show interest in her/him?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	do things for himself/herself?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	choose to do a task that was challenging for her/him?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	listen to or respect others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	control her/his anger?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	respond positively to adult comforting when upset?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	participate actively in make-believe play with others (dress-up, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	fail to show joy or gladness at a happy occasion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	touch children/adults inappropriately?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	show affection for familiar adults?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	have temper tantrums?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	keep trying when unsuccessful (act persistent)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	handle frustration well?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	have no reaction to children/adults?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	use obscene gestures or offensive language?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	try different ways to solve a problem?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	act happy or excited when parent/guardian returned?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	destroy or damage property?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	try or ask to try new things or activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	start or organize play with other children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	show patience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	ask adults to play with or read to him/her?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	have a short attention span (difficulty concentrating)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	focus his/her attention or concentrate on a task or activity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	share with other children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	fight with other children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	become upset or cry easily?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	say positive things about the future (act optimistic)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	trust familiar adults and believe what they say?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	accept another choice when her/his first choice was unavailable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	seek help from children/adults when necessary?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	ask other children to play with him/her?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	cooperate with others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	calm herself/himself down when upset?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	get easily distracted?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	make decisions for himself/herself?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37	show an interest in what children/adults are doing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Devereux Early Childhood Assessment for Preschoolers Second Edition (DECA-P2) (for children ages 3 through 5 years)

Paul A. LeBuffe ■ Jack A. Naglieri

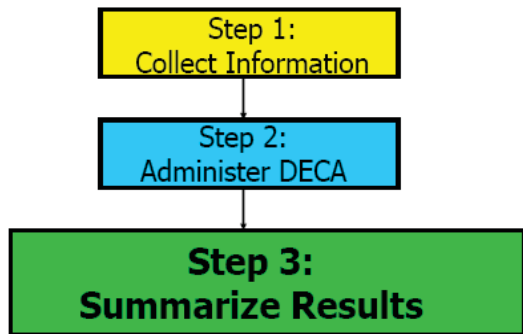
Child's Name: _____ Gender: _____ Date of Birth: _____
 Program/Site: _____ Classroom/Group: _____ Age: _____
 Person Completing this Form: _____ Relationship to Child: _____ Date of Rating: _____

This form describes a number of behaviors seen in some young children. Read the statements that follow the phrase: *During the past 4 weeks, how often did the child...* and place a check mark in the box underneath the word that tells how often you saw the behavior. Please answer each question carefully. There are no right or wrong answers. If you wish to change your answer, put an **X** through it and fill in your new choice as shown to the right. Please do not skip any items.

Never
Rarely
Occasionally
Frequently
Very Frequently

Item#	<i>During the past 4 weeks, how often did the child...</i>				
	Never ✓	Rarely ✓	Occasionally ✓	Frequently ✓	Very Frequently ✓
1. act in a way that made adults smile or show interest in him/her?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. listen to or respect others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. control his/her anger?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. seem sad or unemotional at a happy occasion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. show confidence in his/her abilities (for instance, say "I can do it!")?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. have a temper tantrum?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. keep trying when unsuccessful (show persistence)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. seem uninterested in other children or adults?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. use obscene gestures or offensive language?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. try different ways to solve a problem?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. seem happy or excited to see his/her parent or guardian?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. destroy or damage property?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. try or ask to try new things or activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. show affection for familiar adults?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. start or organize play with other children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. show patience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. ask adults to play with or read to him/her?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. have a short attention span (difficulty concentrating)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. share with other children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. handle frustration well?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. fight with other children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. become upset or cry easily?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. show an interest in learning new things?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. trust familiar adults and believe what they say?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. accept another choice when his/her first choice was not available?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. seek help from children/adults when necessary?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. hurt others with actions or words?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. cooperate with others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. calm himself/herself down?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. get easily distracted?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. make decisions for himself/herself?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. appear happy when playing with others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. choose to do a task that was hard for him/her?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. look forward to activities at home or school (for instance, birthdays or trips)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. touch children or adults in a way that you thought was inappropriate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. show a preference for a certain adult, teacher, or parent?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. play well with others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. remember important information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comprehensive DECA Program



The Comprehensive DECA Program



The DECA is scored and results are summarized for:

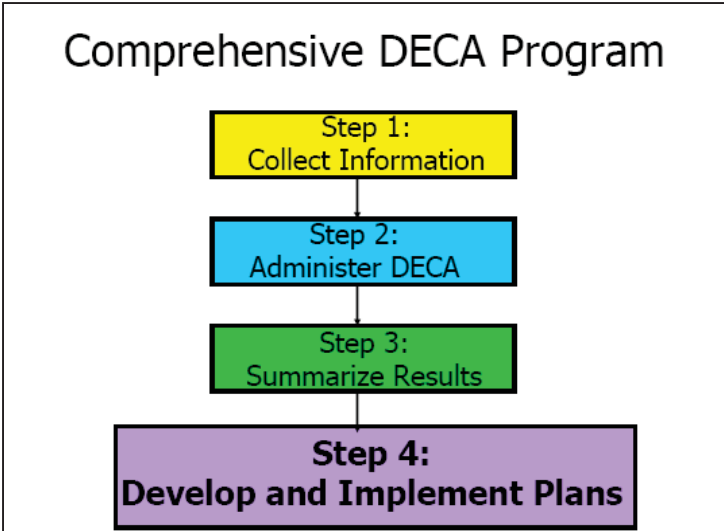
- Each individual child
- The classroom as a whole

Who Can be a DECA User?

- The individual who will scores, interprets, and utilizes information from the DECA
- Invited to be a part of the planning process with the goal of using the information to plan for a positive outcome for the child

Individual Profiles

Group/Classroom Profile

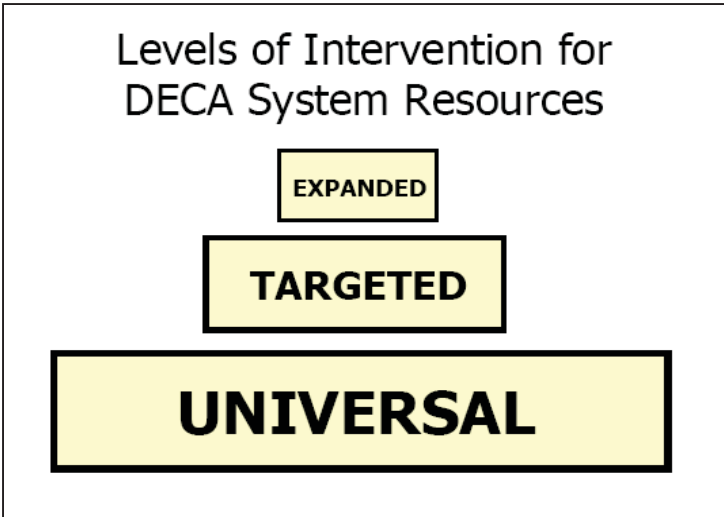


The Comprehensive DECA Program

**Step 4:
Develop and Implement Plans**

Results should be used to plan for children both:

- For the group of children as a whole
- Individually to build protective factors and reduce behavior concerns



Planning for the Group

Step 4: Develop and Implement Plans

Group Planning Outcomes:

- Quality improvements to the classroom
- Protective factors are strengthened for the entire class
- Individualization for ALL children

Planning for Individuals

Step 4: Develop and Implement Plans

Individualized Planning Outcomes:

- To strengthen protective factors
- To reduce behavior concerns

Protective Factor Plans Include...

Strengths: What are this child's unique characteristics or abilities?

Goals: What would the teacher and parent like to see the child work on?

Strategies: What will we try in the classroom and at home to help the child succeed?

Positive Guidance Plans Include...

Functional Behavioral Assessment

1. Define the behavior
2. Gather information
3. Review and analyze information
4. Develop and write a plan
5. Implement strategies
6. Evaluate effectiveness

Comprehensive DECA Program

Step 1:
Collect Information

Step 2:
Administer DECA

Step 3:
Summarize Results

Step 4:
Develop & Implement Plans

**Step 5:
Evaluate Progress**

The Comprehensive DECA Program

**Step 5:
Evaluate Progress**

Ongoing evaluation of the DECA Program will help you determine:

- Is the DECA Program working as is?
- What changes do we need to make to improve the impact?

Evaluating Progress

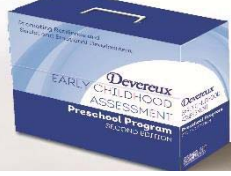
- Ongoing observation
- Checklists help improve program quality
- Pre-test/Post-test DECA assessment provides measurable outcome data
- Revisiting and revising children's plans helps us individualize for every child in the classroom

Evaluating Progress

- Key to being data-driven
- Key to continuous quality improvement
- Key to helping teachers and parents receive the support they need
- Key to making a difference for children

For great information on promoting resilience in preschool children, see our website at:

www.centerforresilientchildren.org/preschool

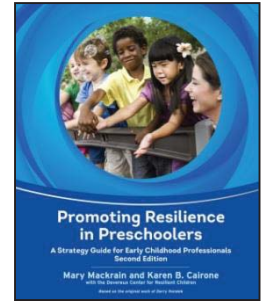


Devereux Early Childhood Assessment Preschool Program, Second Edition Overview

The Devereux Early Childhood Assessment for Preschoolers Second Edition (DECA-P2) & Individual Profiles
Available on the web

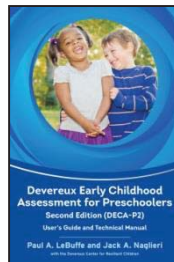
Included in the kit are 40 copies of the DECA-P2 and Individual Child Profile. The DECA-P2 is an assessment of within-child protective factors in children ages 3-5. The DECA-P2 also contains an 11 item Behavioral Concerns scale. The DECA-P2 may be used as a screener or assessment of protective factors related to social and emotional development.

Promoting Resilience in Preschoolers – A Strategy Guide for Early Childhood Professionals, Second Edition



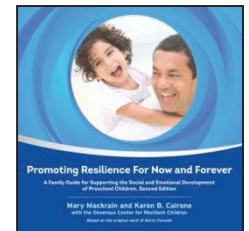
Over 400 tips and 70 research-based strategies to promote resilience and social and emotional health, this resource includes all the information you and your staff will need to implement the program, and help strengthen children's protective factors!

The Devereux Early Childhood Assessment Program for Preschoolers Second Edition User's Guide & Technical Manual



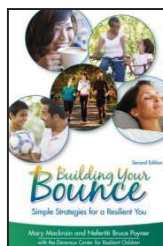
Complete information on the administration, scoring and interpretation of the DECA-P2 as well as its development, underlying theory and technical properties are found in this guide.

Promoting Resilience For Now and Forever: A Family Guide for Supporting the Social And Emotional Development of Preschool Children, Second Edition



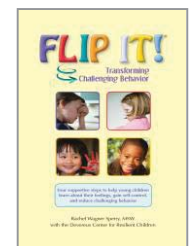
Included in the kit are 20 copies of this strategy guide that will provide families with ideas and tips to help their children become more resilient, now and forever!

Building Your Bounce: Simple Strategies for Resilient You (2 copies per kit)



When staff feel stressed, it is sometimes hard to work effectively with children and families. This journal is full of reflection opportunities and strategies based on the items of the Devereux Adult Resilience Survey (DARS); a research-based adult resilience survey.

FLIP IT! ® Transforming Challenging Behavior



This resource is designed to help staff respond positively to children's challenging behaviors, outlining a four-step supportive strategy to help children learn about their feelings, gain self-control, and reduce challenging behaviors.

The DECA-Clinical



The Devereux Early Childhood Assessment System: DECA Program and **DECA-C**

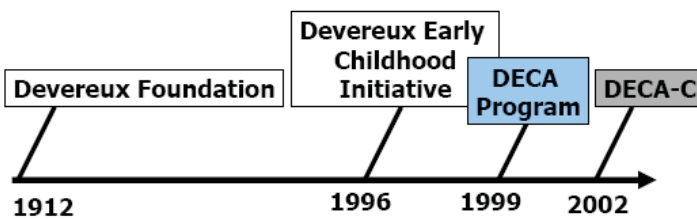


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Agenda

- ✓ Introduction & Setting the Stage
- Development of DECA-C
- Administration and Interpretation
- Intervention and Referral
- Case Study
- Wrap-up and Questions

Time Line of Devereux Early Childhood Resources



The DECA system as a model for effective Early Childhood Mental Health Consultation



What does it mean to be a Mental Health Consultant?



Early Childhood Mental Health Consultation

(Cohen and Kaufmann, 2000)

- Problem-solving and capacity-building intervention
- Implemented within a collaborative relationship
- Consultant works with staff and parents, not just children
- Goal of assisting staff to understand and incorporate a mental health perspective into their work

Early Childhood Mental Health Consultation

(Cohen and Kaufmann, 2000)

The mental health perspective emphasizes:

- Prevention of mental health disorders and fostering social and emotional well-being in all children (Health)
- Identifying and helping children at risk (Prevention)
- Recognizing that some children have serious problems requiring more intensive services (Intervention)

The Comprehensive DECA System

The DECA-C supports children who need or are receiving **EXPANDED** services

The DECA Program supports **TARGETED** planning for individuals

The DECA Program supports **UNIVERSAL** interventions to support **ALL** children

The **UNIVERSAL** Level of Intervention

Early Childhood Mental Health Consultation provides a safe, healthy and nurturing environment that fosters **all** children's growth and development
(Health)

Programmatic Consultation supports the universal approach by:

- Enhancing Programmatic Quality
- Addressing common issues that affect more than one child

Cohen and Kaufmann, 2000

The **UNIVERSAL** Level of Intervention

The DECA System



- Reflective Checklists used to assess quality
- Observation, assessment of strengths & screening for behavioral concerns
- Parent involvement in assessment & planning
- Classroom and home-based strategies that help promote social and emotional health for all children

The **UNIVERSAL** Level of Intervention

- Is this scenario similar to your role and experiences?
- What did you notice?
- How was this a universal intervention?
- How did the teachers respond to an ECMH Consultant?
- What were the strengths of the ECMH Consultant?
- What worked and why?
- What could have been done better?



The **TARGETED** Level of Intervention

Early Childhood Mental Health Consultation provides support for children who are **at risk** of developing social, emotional and/or behavioral problems
(Prevention)

Child/Family-Centered Consultation

can support the targeted approach by:

- Building strengths while addressing areas of concern
- Helping children learn more appropriate replacement behaviors

Cohen and Kauffman, 2000

The **TARGETED** Level of Intervention

The DECA System



- Individual PF Plans are developed: strengths, goals, strategies for home and school are identified
- Children with behavioral concerns may receive functional behavioral assessment (FBA), often with the help of a behavioral health professional
- Consider further assessment of challenging behaviors when progress is not seen over time






The **TARGETED** Level of Intervention

- Is this scenario similar to your role and experiences?
- What did you notice?
- How was this a targeted intervention?
- How did the teachers respond to an ECMH Consultant?
- What were the strengths of the ECMH Consultant?
- What worked and why?
- What could have been done better?



Need for Expanded services?

DECA Program tools provide information to support the need for additional services:

-  Used reflective checklists and action plans in the classroom
-  Administered the DECA to the teacher and the parent
-  Incorporated strategies into lesson plans
-  Developed a protective factor plan
-  Developed an individualized positive guidance plan

The **EXPANDED** Level of Intervention

Early Childhood Mental Health Consultation provides support for those children who may have significant social, emotional, and behavioral problems

- Both programmatic and child/family-centered consultation are continued as the need for additional services is explored.
- If a child begins to receive expanded services, programmatic and child/family-centered consultation should not be forgotten!

The **EXPANDED** Level of Intervention

The DECA System

- Involve additional professionals to help assess special needs and provide intervention services, if necessary
- Use a comprehensive assessment of strengths and behavioral concerns (DECA-C)
- Behavioral health professionals interpret results, and collaborate with parents & teachers regarding intervention strategies & services

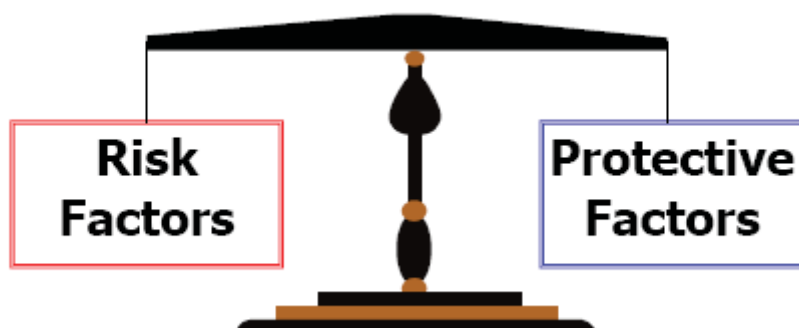
“Do you have to be implementing the DECA Program in order to use the DECA-C?”

Additional uses for the DECA-C:

- Schools for special education evaluations
- Private practice for clinical assessment and treatment evaluation
- Foster care for determination of need for additional services

Resilience and Assessment

“Assessment models should incorporate the effects of multiple forces operating at the levels of stress, competency and the moderating process involved in resilience.”
(Luthar & Zigler, 1991).



The DECA-C: Defined

- The Devereux Early Childhood Assessment-Clinical Form is a standardized, norm-referenced behavior rating scale that evaluates behaviors related to both social and emotional resilience and social and emotional concerns in preschool children ages 2 through 5 (up to their sixth birthday).
- The DECA-C evaluates 27 positive behaviors and 35 behavioral concerns.

Uses of the DECA-C

- Assesses the nature and severity of behavioral concerns
- Helps to guide interventions aimed at reducing behavioral concerns **and** increasing strengths both at school and at home
- Contributes to eligibility determinations
- Helps programs meet requirements
- Documents program outcomes
- Assists research efforts

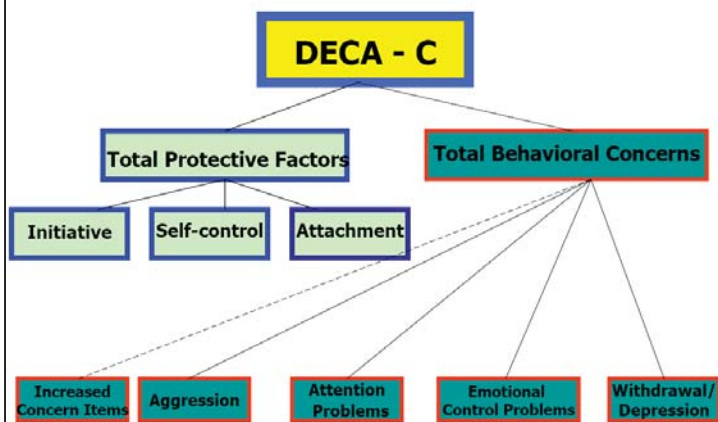
Development and scale structure of the DECA-C



Development of the DECA-C Items

- Step 1 - Review of literature
- Step 2 - Focus groups with parents & teachers
- Step 3 - Pilot studies, readability analysis, evaluation for cultural bias
- Step 4 - National standardization & factor analysis to create scales

DECA-C Scale Structure



Protective Factors

Assessed by the DECA and the DECA-C;
strengthened through the DECA Program:

- Initiative
- Self-control
- Attachment
- Total Protective Factors

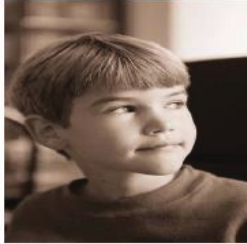
Behavioral Concerns

Screened by the DECA, assessed by the DECA-C:

- Attention Problems
- Aggression
- Withdrawal/Depression
- Emotional Control Problems
- Total Behavioral Concerns

Attention Problems Defined

- The child's difficulties in focusing on task and ignoring competing environmental stimuli



Assessment items – *Attention Problems*

- Have difficulty following a routine
- Have difficulty sitting quietly (for example, when listening to a story)
- Squirm or fidget
- ⇒ Have a short attention span (difficulty concentrating)
- Have difficulty following directions
- ⇒ Get easily distracted
- Need constant reminders to do things

Aggression Defined

- The child's use of hostile or destructive acts directed at other persons or things



Assessment items - Aggression

- Grab things from other children
- Tease or bully others
- ⇒ Destroy or damage property
- Blame others for his/her actions
- ⇒ Fight with other children
- Hurt (hit, bite, kick), push, or physically threaten children/adults
- Fail to show sorrow or regret for wrong things she/he had done

Withdrawal/Depression Defined

- The child's use of behaviors related to emotional or social withdrawal in which the child is self-absorbed and often attends to his/her own thoughts or play rather than engaging in reciprocal interactions



Assessment items – Withdrawal/Depression

- Show little or no emotion
- Withdraw from or avoid children/adults
- ⇒ Fail to show joy or gladness at a happy occasion
- Wander around aimlessly
- ⇒ Have no reaction to children/adults
- Refuse to speak
- Resist or refuse to participate in group or home activities
- Have a blank facial expression
- Show decreased interest or enjoyment of play or activities

Emotional Control Problems Defined

- The child's difficulties in modifying the overt expression of negative emotion to more positive ones in order to pursue goal directed behaviors



Assessment items – Emotional Control Problems

- ⇒ Get easily frustrated
- ⇒ Have temper tantrums
- Act overwhelmed or cry when asked to do simple things
- Become upset or emotional if she/he did not get what he/she wanted
- Sulk or pout
- Get overly upset if he/she made a mistake
- Become upset or cry easily
- Overreact to changes in the environment or his/her routine

Increased Concern Items

- Unusual behaviors in preschoolers that provide critical information about troubling concerns
- Items on the DECA-C:
 - ✓ Set or threaten to set a fire
 - ✓ Say negative or critical things about herself/himself
 - ✓ Threaten or attempt to hurt herself/himself
 - ✓ Hurt or abuse animals

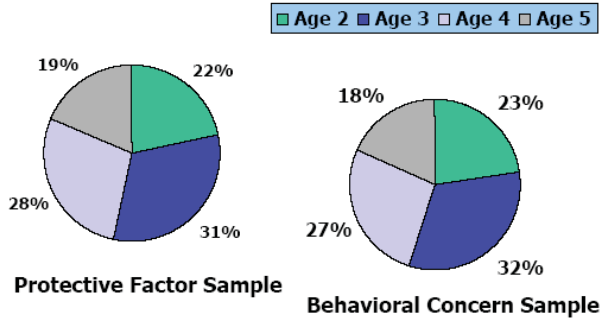
Standardization, Reliability, and Validity



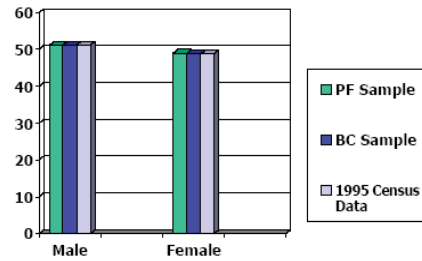
The DECA-C Standardization Sample

- Protective Factor Item Standardization
Sample: 2,000 children rated by parents
and teachers
- Behavioral Concerns Item Standardization
Sample: 1,108 children rated by parents
and teachers

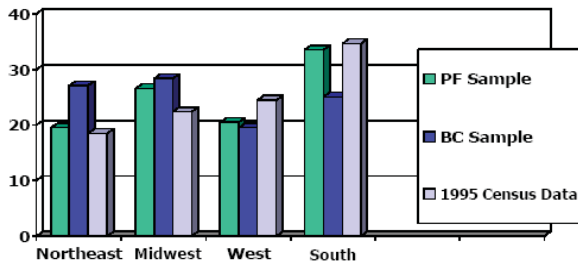
The DECA-C Standardization Sample *Age*



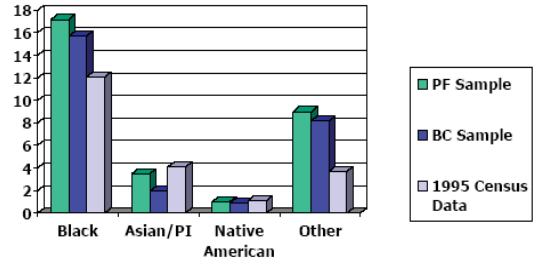
The DECA-C Standardization Sample *Gender*



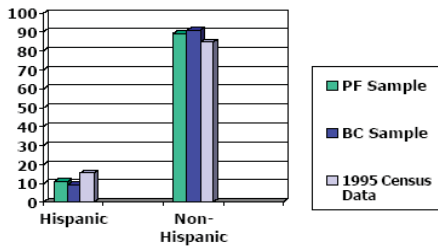
The DECA-C Standardization Sample *Geographic Region*



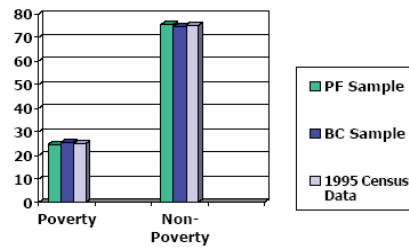
The DECA-C Standardization Sample *Race*



The DECA-C Standardization Sample *Ethnicity*



The DECA-C Standardization Sample *Socio Economic Status*



DECA-C Reliability

Reliability is the consistency of scores obtained for the child when rated by different adults, in different environments, or at different times.

Three types of reliability:

- Internal Reliability (page 27-28)
- Test-Retest Reliability (page 29-30)
- Interrater Reliability (page 30-31)

The DECA-C meets or exceeds professional standards.

DECA-C Validity

Validity is the extent to which the assessment instrument measures what it claims to measure.

3 types of validity:

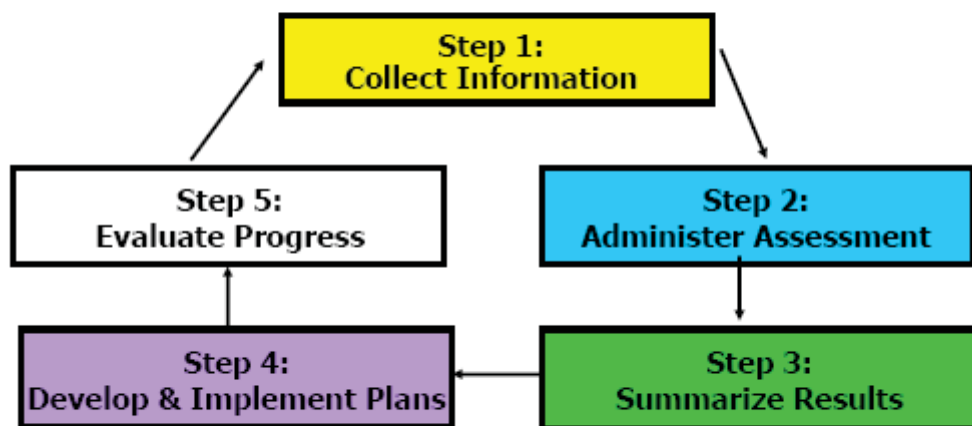
- Content Related (Page 32-33)
- Criterion Related (Page 33-41)
- Construct Related (Page 41-50)

The DECA-C meets or exceeds professional standards.

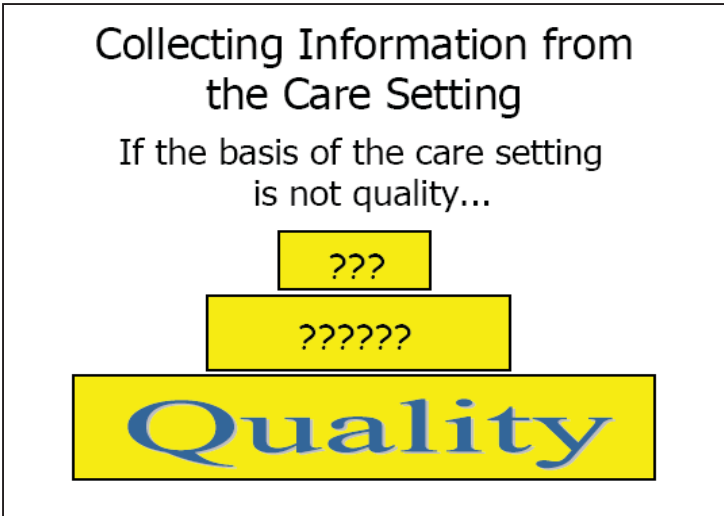
Using the DECA-C: Assessing and planning for young children



Using the DECA-C as part of a Comprehensive System



Step 1:
Collect Information



- Using the DECA System to
collect information**
- For child care settings:**
- Assess 5 program elements (SPADE) by using the Reflective Checklists.
 - Use *Classroom Strategies Guide* to identify strategies for classroom changes
 - Use the Action Plan to document changes
- For home environments:**
- Observations, parent interviews used to gather information
 - Document plans, including follow up

Devereux Reflective Checklist for Teaching Practices: ENVIRONMENT

In My Classroom I...	Almost Always	Sometimes	Not Yet	My Examples/Comments
E1: Create a homelike environment that reflects all children and their families (for example, through music, books, artwork, and toys).				
E2: Provide materials and toys that correspond to children's varying skills and interests, and offer appropriate challenges.				
E3: Provide materials and toys that support group play and development of social skills (for example, balls, wagons, a large cardboard box, dramatic play props and dress-up clothes).				
E4: Offer materials that encourage children to explore and express their feelings (for example, art materials, music, movement props, books that introduce and promote conversations about feelings, puppets).				
E5: Provide be-by-myself spaces that are private but still visible to teachers.				
E6: Display toys and materials within reach so children can see what is available and choose what they want to use independently.				
E7: Establish clear, accessible, and well-stocked areas for different kinds of play and learning experiences (for example, learning centers, small and large group activities, eating, napping).				
E8: Include space and materials for large muscle play, both indoors and out.				
E9: Post important classroom information for children, families, and visitors (for example, current daily schedule, upcoming events, volunteer list).				

* The Devereux Reflective Checklist for Teaching Practices is part of the Devereux Early Childhood Assessment (DECA) Preschool Program. Strategy suggestions for each item on the Reflective Checklist can be found in *Promoting Resilience in Preschoolers: A Strategy Guide for Early Childhood Professionals*. For more information about the DECA Preschool Program, please visit www.CenterForResilientChildren.org.

Collecting Information on Individual Children



What types of information help us to learn about a child?

Get to know each child

- Observations
- Parent Interviews
- Incident Reports
- Anecdotal records
- Assessments



- Need to know the child for 4 weeks
- Pay attention to strengths and needs

**STEP 2:
Administer Assessment**

DECA-C Raters

- Completed by either family members or early care and education professionals: In best practice, both would complete.
- Need to know the child for 4 weeks
- Doing observations is strongly encouraged
- Read at a 6th grade reading level or the tool can be read to a rater in an even tone of voice.
- English proficiency

**Use the DECA-C to rate a child
you know**

- This form describes a number of behaviors seen in young children.
- "During the past 4 weeks, how often did the child . . ." and place a checkmark in the box underneath the word that tells you how often you saw the behavior.
- There are no right or wrong answers.
- Please do not skip any items.

Step 3: Summarize Results

DECA-C Users

Interpreted by a **Level B** User:

- Has a professional license, or
- Has a degree* from a four-year college or university and graduate level training in assessment, or
- Has a degree* from a four-year college or university, and have a credentialed supervisor who will order the DECA-C and then be responsible for its proper usage, or
- Has a degree* from a four-year college or university, attend a DECA-C training given by a certified trainer, and pass a competency based evaluation at the end of the training.

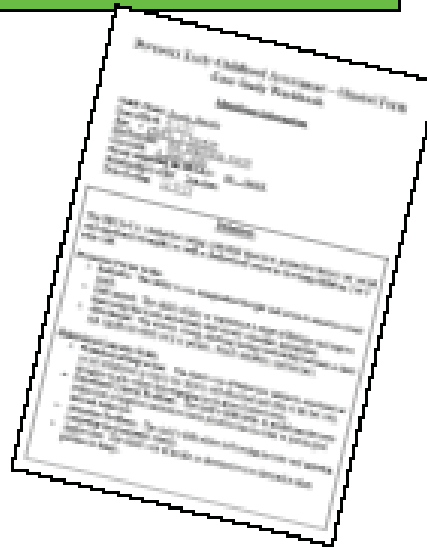
Scoring Blanks

Guidelines:

- If one item is left blank, fill in a "2"
- If two/three items are blank, determine if they are on the same scale. If they are **not** items from the same scale, fill in a "2" in each box. If are on the same scale, the tool cannot be scored. Used for planning purposes only.
- If there are four or more blank items, the DECA-C cannot be scored.

Summarize Results of the DECA-C

- 3-1 → Total scores examined
- 3-2 → Individual scale scores examined
- 3-3 → Determine differences between scales
- 3-4 → Individual problem item analysis
- 3-5 → Increased concern items examined



Summarize Results



3-1 →

Total Protective Factors and the Total Behavior Concerns T-scores should be examined first and the corresponding range description (i.e. strength, typical concern) noted.

- Form initial impression based on total scores
- Broadest and most reliable scales
- In general, negatively correlated

DECA-C Descriptions as Related to T-Score Ranges

Protective Factor Scales:

- ✓ 40 and below = Concern
- ✓ 41-59 = Typical
- ✓ 60 and above = Strength

Behavioral Concerns Scales:

- ✓ 60 and above = Concern
- ✓ 59 and below = Typical

Summarize Results



3-2 →

The separate scales should be examined and strengths, concerns and typical results noted

- Useful information about strengths and concerns
- Scores can suggest if difficulties are externalizing or internalizing in nature

Summarize Results



3-3 →

Identify significant differences among the protective factor scales and the behavior concern scales

★ **Table 5.2 and 5.3**

- Prioritize concerns for intervention
- Avoid drawing erroneous conclusions that small differences in scale scores reflect reliable differences in child's behavior

Comparison of Scale Scores

Refer to User's Manual, Table 5.2 and Table 5.3, Page 71

Table 5.2
DECA-C Manual, Page 71

Differences Between Pairs of DECA/DECA-C Scale T-Scores Required for Significance

Rater	Difference Required
Parents	
Initiative compared to Self-control	12
Initiative compared to Attachment	14
Self-control compared to Attachment	13
Teachers	
Initiative compared to Self-control	10
Initiative compared to Attachment	11
Self-control compared to Attachment	11

Table 5.3
DECA-C Manual, Page 71

Difference Between Pair of DECA-C Behavioral Concern Scale T-Scores Required for Significance

Rater	Difference Required
Parents	
Attention compared to Aggression	13
Attention compared to Emotional Control Problems	15
Attention compared to Withdrawal/Depression	16
Aggression compared to Emotional Control Problems	13
Aggression compared to Withdrawal/Depression	17
Emotional Control Problems compared to Withdrawal/Depression	16
Teachers	
Attention compared to Aggression	10
Attention compared to Emotional Control Problems	10
Attention compared to Withdrawal/Depression	12
Aggression compared to Emotional Control Problems	11
Aggression compared to Withdrawal/Depression	12
Emotional Control Problems compared to Withdrawal/Depression	12

Summarize Results



3-4 →

Analyze individual items within scales to determine if a behavior is considered **noteworthy**.

- Note behaviors that can be considered **strengths** for a child
- Specific behaviors can be addressed by specific interventions
- Can identify **problem behaviors** even if overall scale scores are not extreme


Identifying Strengths



- Look at items that fall under the protective factor scales
- Higher numbers (typically 3s and 4s) are behaviors displayed frequently/very frequently
- These behaviors can be considered strengths for the child
- Strengths are relative!

Example: Identifying Strengths




 Child's Name Jacob Smith Gender _____
 Site/Program The Learning Curve Classroom _____
 Person Completing this Form Ms. Janet Relationship to Child _____

Item #: During the past 4 weeks, how often did the child...
 Never Rarely Occasionally Frequently Very Frequently IN SWD ECF

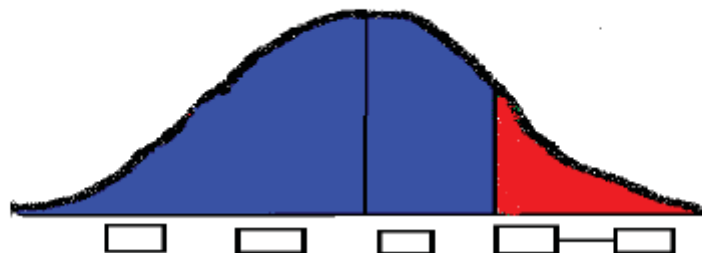
Item	0	1	2	3	4	IN	SWD	ECF
1 show little or no emotion?		<input checked="" type="checkbox"/>						
★ 2 do things for himself/herself?					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
3 withdraw from or avoid children/adults?			<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	
★ 4 choose to do a task that was challenging for him/her?				<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
5 fail to show joy or gladness at a happy occasion?	<input checked="" type="checkbox"/>							

You may choose to highlight, color, or code all the strengths directly on the assessment, rather than transcribing a list into the workbook

Identifying Clinically Noteworthy Items



An individual item score that is beyond the mean item score plus one standard deviation is outside the typical range and therefore can be considered a specific concern for that child.



Summarize Results



3-5 →
Examine Increased Concern Items
individually

- Do not comprise a scale
- All ratings other than "never" express concern
- Discuss these behaviors with the rater

Example: Increased concern items

Rating increased
concern items
(#29-32)

	N	R	O	F	V	F
29. set or threaten to set a fire?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. say negative or critical things about herself/himself?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. threatens or attempt to hurt herself/himself?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. hurt or abuse animals?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examining increased
concern items

29. set or threaten to set a fire?	<input checked="" type="checkbox"/>	CONCERN
30. say negative or critical things about herself/himself?	<input checked="" type="checkbox"/>	CONCERN
31. threatens or attempt to hurt herself/himself?	<input type="checkbox"/>	CONCERN
32. hurt or abuse animals?	<input checked="" type="checkbox"/>	CONCERN

Documenting
increased concern
items

Increased Concern Items rated in the Concern range:

#29	#30	#31 <input checked="" type="checkbox"/>	#32
-----	-----	---	-----

Advanced Interpretation of the DECA-C



Comparisons Across Raters

Refer to User's Manual, Table 5.6, Page 77

- Use table 5.6 to determine statistically significant difference between parent and parent, teacher and teacher, and parent and teacher
- Can show consistency or differences of child's behavior across environments
- Provides more information to effectively plan strategies

Comparisons Across Raters

Refer to User's Manual, Table 5.6, Page 77

Table 5.6
DECA-C Manual, Page 77

Differences Required for Significance When Comparing DECA-C T-Scores Between Raters

Prosocial Factors					
	Distraction	Self-Control	Attachment	TFP	
Parent vs. Parent	18	11	14	5	
Teacher vs. Teacher	9	9	11	7	
Parent vs. Teacher	10	10	12	7	

Behavior Concerns					
	Attention Problems	Aggression	Externalizing Problems	Withdrawal/Depression	TBC
Parent vs. Parent	13	14	13	15	5
Teacher vs. Teacher	9	9	10	12	7
Parent vs. Teacher	11	12	11	14	6

Using the DECA-C as part of Eligibility Determinations



Using the DECA-C for Eligibility Purposes (IDEA)

Non-categorical approach: A concern in either Protective Factor Scales or Behavioral Concern scales may be used to substantiate a finding of eligibility.

Part B Disabilities Category (SED): Only behavior concern scales would be appropriate in making an eligibility determination

Eligibility

Quantitative criteria: Using T-scores and percentages

Eligibility T-score Cut-offs

SD Unit Criterion	PF T-score	BC T-score
1.0	40 and below	60 and higher
1.5	35 and below	65 and higher
2.0	30 and below	70 and higher

DECA-C Manual p. 81-82 (% delay found on p. 82)

**Step 4:
Develop and Implement
Plans**

A Team Approach

Key stakeholders in a child’s life, which may include:

- Teachers
- Parents/guardians
- Consultant(s)
- Administrators
- Related service personnel
- Other?

A Comprehensive Plan

The Intervention Plan should take into consideration information related to:

- **Child** - history, temperament, formal and informal assessment
- **Family** – history, support networks, current level of functioning
- **Environment** – classroom factors, program policies, external agencies/supports

Planning Framework

Plans should include:

* **Strengths**

* **Goals**

* **Strategies**



Developing Individualized Plans - The Child -



- What are the child's **strengths** upon which we can build?
- What are the teacher and family **goals** for this child?
- What **strategies** will we try that incorporate strengths in order to help the child meet the goals?

Identifying Strengths

Use the DECA-C to:

- Identify specific behaviors related to Initiative, Attachment, and Self-Control that the child does most often
- Look for higher numbers in the boxes on protective factor scales

Solicit parents and teachers for information:

- Identify other strengths, interests, and passions of the child that can be incorporated in planning

Identifying Goals

- Identify specific behaviors related to protective factors that can be strengthened
- Identify specific behaviors related to behavioral concerns that can be reduced
- Consider problem item identification
- Include increased concern items (#29-32)
- Write goals in strength-based language

Identifying Goals

- Think about which behaviors, across scales, can be clustered together for the purpose of intervention
- Use behavior cluster language that is strength-based and make sense to both teachers and parents
- Examples of behavior clusters for Jacob:
 - Play skills
 - Relationship with adults
 - Frustration tolerance

Possible Concerns Clusters...

Play Skills

Participate actively in make believe play
 Show an interest in what children and adults are doing
 Start or organize play with other children
 Ask other children to play with him
 Withdraw from children and/or adults
 Grabs things from other children
 Cooperate with others

Friendship skills

Show an interest in what children and adults are doing
 Cooperate with others
 Withdraw from children and adults
 Grabs things from other children
 Resist or refuse to participate in home or group activities
 Show patience

Frustration

Tolerance/Appropriate expression of feelings/Problem Solving
 Control anger
 Handle frustration
 Calm himself down when upset
 Acts overwhelmed or cry when asked to do simple things
 Seek help from children and adults when necessary
 Destroy/damage property
 Get easily frustrated

Relationships with adults

Act in a way that make adults smile or show interest in him
 Respond to adult comforting when upset
 Show affection for familiar adults
 Trust familiar adults and believe what they say
 Seek help from children and adults when necessary
 Show an interest in what children and adults are doing
 Withdraw from children and/or adults

School related skills

Difficulty sitting quietly
 Squirms, fidgets
 Difficulty following directions
 Difficulty following a routine
 Resist/refuse to participate in group activities

Identifying **Strategies**

- Incorporate strengths of the child into the strategies to help that child meet identified goals
- Use DECA Program resources
- Use other resources, knowledge, information, expertise

Developing Individualized Plans - The Family -



- What are the family's **strengths** upon which we can build?
- What are the **goals** for this family that can support the child's needs?
- What **strategies and supports** can be put in place to help?

Developing Individualized Plans - The Environment/School -

- What are the **strengths** the classroom?
- What are the **goals** for this classroom that can better support this child's needs?
- What **strategies and supports** can be put in place to help?

**Step 5:
Evaluate Progress**

Evaluating Progress

To assess progress on an intervention plan:

- Re-administer DECA-C as needed and use pre/post test tables to determine significant change
- Conduct on-going observations
- Revisit identified goals
- Gather information from parents and teachers

Pretest-Posttest Comparisons

Refer to User's Manual, Tables 1-4, Pages 103-106

- A minimum of 4 weeks must elapse between ratings
- When possible, the same rater should be used for both pretest and posttest rating

Comparison of Scores Before and After Intervention

- Provides guidelines for determining if the change can be considered reliable or not
- Helps determine effectiveness of intervention plans and strategies
- Allows for outcome measurement and reporting of research findings

Comprehensive DECA System

Universal - Build quality of classrooms, build strengths of all children

Targeted - Build individualized supports for children with low protective factors, high behavior concerns

Expanded - Utilize additional team membership, resources, and expertise to maximize success



What is your next step?



Social Emotional Health and School Readiness

“What, how, and how much a child learns in school will depend in large part on the social emotional competence they have developed as preschoolers... Children who do not begin kindergarten socially and emotionally competent are often not successful in the early years of school and can be plagued by behavioral, emotional, academic and social development problems that follow them into adulthood” (Peth-Pierce, 2000).

DECA-C Training and T/A Questions

E-mail: deca@devereux.org

Website: www.devereuxearlychildhood.org

Phone: (610) 542-3109

Fax: (610) 542-4468

Address: 444 Devereux Drive, Villanova, PA 19085

Ordering DECA-C Resources

Kaplan Early Learning Co.

Phone: 1-800-334-2014

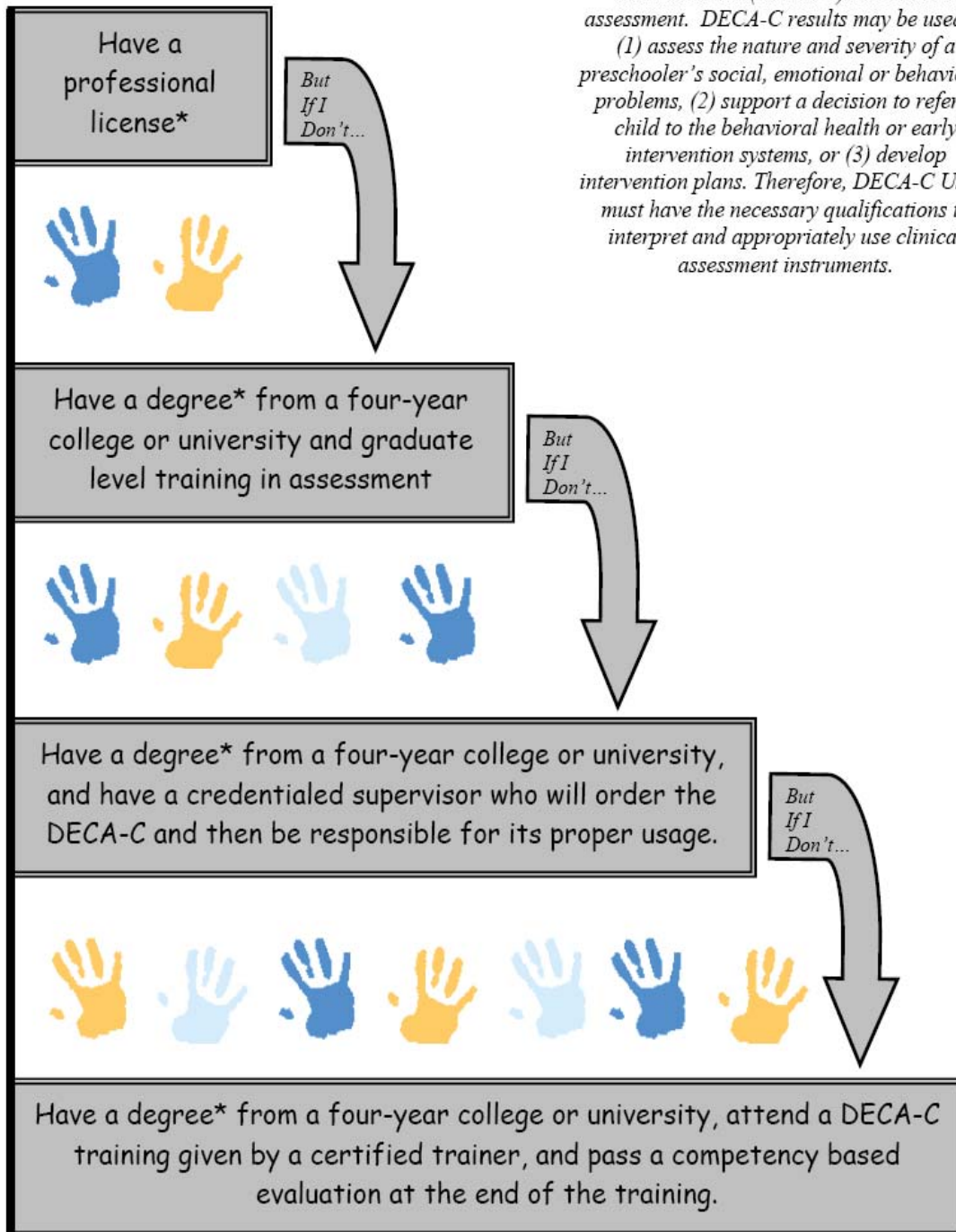
Website: www.kaplanco.com

Appendix



DECA-C Users Need To:

The Devereux Early Childhood Assessment Clinical Form (DECA-C) is a clinical assessment. DECA-C results may be used to (1) assess the nature and severity of a preschooler's social, emotional or behavioral problems, (2) support a decision to refer a child to the behavioral health or early intervention systems, or (3) develop intervention plans. Therefore, DECA-C Users must have the necessary qualifications to interpret and appropriately use clinical assessment instruments.



The license or degree must be in a relevant area such as psychology, social work, early childhood education, or special education.

**Devereux Center for Resilient Children (DCRC) Assessment Tools:
The Devereux Early Childhood Assessment Clinical Form (DECA-C)
Summary Table**

Devereux Early Childhood Assessment Clinical Form (DECA-C)	
Description	The Devereux Early Childhood Assessment Clinical Form (DECA-C) is a behavior rating scale that is completed by parents and/or early childhood or mental health professionals which provides an assessment of within-child protective factors central to social and emotional health and resilience, as well as social and emotional concerns, in children ages 2 through 5 (i.e., up to the sixth birthday).
Authors	Paul A. LeBuffe and Jack A. Naglieri
Publisher and ordering link to webpage	Kaplan Early Learning Company, Lewisville, NC: www.kaplanco.com/devereux
Publication date	2002
Age range	Ages 2 through 5 (i.e., up to the sixth birthday)
Qualifications of Raters/Users	Parents and Early Childhood or Mental Health professionals rate the child. Observation of the child over a 4 week period is necessary to complete the assessment. No specific training required to rate the child. DECA-C Users are those who score and interpret results. DECA-C Users should be certified or licensed professionals with a thorough knowledge of test interpretation protocol (Level B Users). If not a Level B User, one can attend training and pass a competency assessment in order to be able to use the DECA-C.
Scale titles and description Number of items	<p><i>Total Protective Factors (TPF)</i> – 27 items</p> <ul style="list-style-type: none"> • <i>Initiative</i>: The child’s ability to use independent thought and action to meet his/her needs – 11 items • <i>Self-Control</i>: The child’s ability to experience a range of feelings and express them using words and actions that society considers appropriate – 8 items • <i>Attachment</i>: The mutual, strong and long-lasting relationship between a child and significant adults, such as parents, family members, and teachers – 8 items <p><i>Total Behavioral Concerns</i> – 35 items</p> <ul style="list-style-type: none"> • <i>Attention Problems</i>: Difficulties a child may have in focusing on a task and ignoring competing environmental stimuli – 7 items • <i>Aggression</i>: Hostile and destructive acts directed at other persons or things – 7 items • <i>Emotional Control Problems</i>: Difficulties a child has in modifying the overt expression of negative emotions – 8 items • <i>Withdrawal/Depression</i>: Behaviors related to emotional and social withdrawal in which the child is self-absorbed and

	<p>often attends to his or her own thoughts or play rather than engaging in reciprocal interactions – 9 items</p> <ul style="list-style-type: none"> <i>Increased Concern Items</i>: While not comprising a scale, these items provide critical information about high risk behaviors seen in some young children – 4 items <p>Total items on DECA-C – 62</p>
Reading level	Sixth-grade
Used as an assessment and/or screening tool?	The DECA-C is an assessment tool that provides in-depth information about a child’s behavior that is clinical in nature. The DECA-C provides parents and professionals with results that can be used to plan for the child, and also to contribute to a multi-faceted evaluation to help a child receive additional support services.
<u>Psychometrics</u>	<p>Reliability:</p> <p>Internal reliability/Consistency – Total Protective Factor (TPF) coefficients for parent raters (.91) and teacher raters (.94). Total Behavioral Concerns (TBC) coefficients for parent raters (.88) and teacher raters (.93) also meet or exceed recommended minimum standards – see User’s Manual for details.</p> <p>Test-retest reliability – TPF coefficients for parent raters (.74) and teacher raters (.94). TBC coefficients for parent raters (.88) and teacher raters (.86) also meet or exceed recommended minimum standard.</p> <p>Inter-rater reliability – Correlations on all scales for teachers are significant ($p < .05$). TPF coefficients are .69 and TBC coefficients are .66.</p> <p>Validity:</p> <p>Content validity – High, based on a thorough review of literature in developmental psychology, focus groups with parents as well as with early care and education professionals, and the childhood version of the Devereux Scales of Mental Disorders (DSMD).</p> <p>Criterion validity – The DECA-C has shown significant differences between scores of preschoolers in an “identified sample” (those with emotional and behavioral disturbance) versus the “community sample” (their non-identified peers).</p> <p>Construct validity – The DECA-C has strong convergent validity with the total scale scores for both the Preschool Emotional and Behavioral Rating Scale (PreBERS) and Conners Early Childhood (EC). A plethora of detailed information on identification of specific behavioral disorders within the standardization sample is included in the User’s Guide. (<i>DECA-C User’s Guide</i>, page 41-50)</p>
<u>Standardization sample</u>	Final sample for protective factor scales included 2,000 children ages 2-5. Final sample of behavioral concerns items included 1,108 children. Both groups were representative of US Population ages 2-5 based on the following factors: age, gender, geographic region of residence, race ethnicity, and socioeconomic status.
Administration Time	The assessment items take approximately 10-15 minutes to complete in the paper version. Time is reduced to 5 minutes with use of the web-based version. Visit www.e-deca2.org for more information.

<p>Results and Basic Interpretation Descriptions, Standard scores provided</p>	<p>Percentile ranks and T-scores are provided for each scale (<i>Initiative, Self-Control, Attachment, Withdrawal/Depression, Emotional Control Problems, Attention Problems, Aggression</i>) and for Total Protective Factors and Total Behavioral Concerns. Unless <i>Increased Concern Items</i> are ranked “Never”, they are included in the report and discussed during follow-up. Scale score results range from Area of Need (T-scores 40 and below), Typical (T-scores 41-59), and Strengths (T-scores 60 and above) for Protective Factor scales. For the Behavioral Concerns scales, results range from Area of Need (T-scores 60 and above) or Typical (T-scores 59 and below).</p>
<p>Advanced Interpretation</p>	<p>Individual Item Analysis allows for identification of specific behaviors that can be leveraged (Strengths) or improved (Areas of Need) through use of specific strategies or interventions. Additional interpretation provided on the following: Comparisons Across Raters; Pretest-Posttest Comparison; Treatment Outcome Evaluation; Eligibility Guidelines; Percentage Delay.</p>
<p>Strategies/Planning</p>	<p>Results from the DECA-C would ideally lead to strength-based planning at the Child level. The Devereux Center for Resilient Children offers many useful planning resources, primarily <i>Promoting Resilience in Preschoolers: A Strategy Guide for Early Childhood Professionals</i> and <i>Promoting Resilience For Now and Forever: A Family Guide for Supporting the Social and Emotional Development of Young Children</i>. For two year olds receiving the DECA-C assessment, our Infant/Toddler resources are also useful in planning, primarily the <i>Infant and Toddler Strategies Guide</i> and <i>For Now and Forever: A Family Guide for Supporting the Social and Emotional Development of Infants and Toddlers</i>. Visit www.centerforresilientchildren.org for more information on strategies and planning resources.</p>
<p>Languages</p>	<p>English, Spanish online only; culturally appropriate items (interpret results with child’s culture in mind)</p>
<p>Web-based (electronic) version</p>	<p>The web-based version of the DECA-C is part of the e-DECA web-based platform. Assessment options include per administration or per child. Visit www.e-deca2.org for more information.</p>
<p>Cost per Assessment</p>	<p>Approximately \$2.00 per assessment, or approximately \$1 per assessment</p>
<p>Cost per Kit (all items may be purchased separately)</p>	<p>Cost of Kit: \$125.95. Kit includes: DECA-C record forms (30), <i>DECA-C Manual</i>, and DECA-C Norms Reference Card.</p>
<p>Resources for families</p>	<p><i>Promoting Resilience For Now and Forever: A Family Guide for Supporting the Social and Emotional Development of Young Children</i> is offered to help families understand resilience and social and emotional health, as well as how to build these skills in their child. <i>Promoting Resilience in Preschoolers</i>, teachers’ guide, offers many strategies and tips on creating and maintaining family partnerships. <i>Socially Strong Emotionally Secure</i> provides 50 activities designed to promote resilience in preschoolers. For infants and toddler, useful resources include the <i>Infant and Toddler Strategies Guide</i> and <i>For Now and Forever: A Family Guide for Supporting the Social and Emotional Development of Infants and Toddlers</i>. Additional projects and resources for families are in development, specifically within DCRC’s Child Welfare Initiative. In addition, DCRC’s website provides information as well as many free activities and strategies for families to use to promote resilience. Contact: dcrc@devereux.org</p>
<p>Professional Development available</p>	<p>DECA-C Users should be certified or licensed professionals with a thorough knowledge of test interpretation protocol (Level B Users). If not a Level B User, one can attend training and pass a competency assessment in order to be able to use the DECA-C.</p>

Available at no cost:

Pre-recorded overview of the DECA-C: www.youtube.com/watch?v=8poNguv0F2E

For Fee In-depth Webinars on the DECA-C:

www.centerforresilientchildren.org/preschool/professional-development/webinars/

Half-day and Full-day sessions available:

This professional development session is designed for mental health professionals, social workers, and other child-serving professionals who work with children already identified as having challenging behaviors. In this session, participants will learn:

- How to use the DECA-C to understand the needs of children who display challenging behavior over time
- How to administer and interpret the DECA-C assessment results
- How to effectively incorporate the assessment results into a positive support behavior plan

DCRC staff trains on many other topics related to preschoolers' social and emotional health including: Adult Resilience, Challenging Behavior, Reflective Practice, Quality Teaching Practices, Observation, and much more. Contact: dmahler@devereux.org

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Introducing the The Devereux Early Childhood Assessment Clinical Form (DECA-C)

By Paul LeBuffe & Jack Naglieri

The Devereux Early Childhood Assessment-Clinical Form (DECA-C), is a new assessment of resilience in preschoolers ages 2 through 5 (i.e., up to the sixth birthday) with social and emotional problems or significant behavioral concerns. This standardized, norm-referenced behavior rating scale is part of the DECA Program -- a mental health promotion and primary prevention program designed to enhance within-child protective factors while simultaneously decreasing behavioral concerns in young children. In keeping with this program's emphasis on promoting strengths, the DECA-C includes three protective factor scales (Initiative, Self-control, and Attachment), in addition to four behavioral concerns scales (Attention Problems, Aggression, Withdrawal/ Depression, Emotional Control Problems). The DECA-C can be completed by both teachers and parents, but must be interpreted by a behavioral healthcare or special education professional. The uses, standardization, reliability and validity of this assessment are presented below.

Introduction

Since the landmark studies of Emmy Werner, professionals have recognized that protective factors in early childhood play a crucial role in determining subsequent adjustment or maladjustment to life stresses. Protective factors are characteristics, events or processes that decrease the impact of risk factors. Protective factors are generally recognized as occurring at three levels – *environmental* (e.g. high quality child care and education programs), *familial* (e.g. loving parents), and *within-child* (i.e. personality characteristics and behavioral styles). Children with strong protective factors who cope successfully with risk, adversity and stress are often described as resilient.

Werner's recommendation that both assessment and diagnosis in early intervention should focus on protective factors as well as risks (Werner, 1990) has been hampered by the lack of an economical, psychometrically sound, and clinically useful measure of within-child protective factors and behavioral concerns. Both the standard and clinical forms of the Devereux Early Childhood Assessment (DECA) have been developed as part of a program to fill this gap and thereby provide early childhood professionals with empirically sound tools for assessing the strength of protective factors and the severity of behavioral concerns in preschoolers.

The Devereux Early Childhood Assessment (DECA) Program

The basic strategy of the DECA Program is to identify vulnerable children who have comparatively weak or poorly developed within-child protective factors and then implement strategies in the preschool classroom and home to strengthen these characteristics. The DECA Program is a primary prevention and mental health promotion program that is implemented at the universal and targeted levels. Universal strategies are implemented by the teacher at the classroom level and are intended to benefit all children in the class. Targeted strategies are also implemented by the teacher, but focus on specific children who obtain low scores on the within-child protective factor scales.

Based on resilience theory, the DECA is a comprehensive, strength-based assessment of within-child protective factors in preschool age children. The 37-item DECA contains three protective factor scales: **Initiative**, **Self-control**, and **Attachment**.

- **Initiative** items assess the child's ability to use independent thought and action to meet his or her needs.
- **Self-control** items measure the child's ability to experience a range of feelings and express them using words and actions that society considers appropriate.
- **Attachment** items assess the mutual, strong and long-lasting relationship between a child and significant adults such as parents, family members and teachers.

The DECA also includes a **Total Protective Factors Scale** that is a composite of the above three scales and provides an overall indication of the strength of the child's protective factors. These scales were identified and normed on a nationwide, representative sample of 2000 children. Also part of the standard DECA is a **Behavioral Concerns Screener** consisting of 10 items that address social and emotional problems.

The DECA-Clinical Form (DECA-C)

The DECA-C (see Figure 1) was developed due to requests from preschool professionals for a more thorough assessment of problem behaviors for those children already exhibiting significant behavioral difficulties. A primary prevention program by itself can not meet the needs of these children. Expanded interventions for these children necessitate a more comprehensive assessment.

The DECA-C is comprised of the same three protective factors scales found on the DECA, but also includes four behavioral concerns scales: **Attention Problems**, **Aggression**, **Withdrawal/Depression**, and **Emotional Control Problems**. To some degree, all young children exhibit the behaviors reflected in these scales. These behaviors become problematic when they occur in excess and begin to interfere with major developmental tasks, begin to cause adjustment problems for the child, or cause anxiety and worry for parents and teachers.

- **Attention Problems** items assess the child's ability to focus on a task and ignore competing environmental stimuli.
- **Aggression** items measure hostile or destructive acts directed at other persons or things.
- **Withdrawal/Depression** items address behaviors related to emotional and social withdrawal in which the child is self-absorbed and tends to attend to his/her own thoughts or play rather than responding to others in reciprocal interactions.
- **Emotional Control Problems** items assess difficulties the child has in modifying the overt expression of negative emotion to more positive ones in order to pursue goal directed behaviors.

The DECA-C also includes a **Total Behavioral Concerns Scale** that is a composite of the four behavioral concerns scales, and provides an overall index of the magnitude and severity of the child's behavioral problems. Figure 2.0 shows the relationship of these scales.

DECA-C results are displayed on an *individual child profile* (see Figure 3), which facilitates sharing results with parents and teachers.

Purpose and Uses of the DECA-C

The primary purpose of the DECA-C is to support early intervention efforts to reduce or eliminate significant emotional and behavioral problems in preschool children. Specific uses of the DECA-C include:

1. Identifying young children who may be experiencing significant social and emotional problems.
2. Assessing the nature and severity of both the behavioral concerns and the protective factors so that interventions can focus on salient problems while building upon the child's strengths.
3. Assist Head Start programs in meeting the Program Performance Standards (45 CFR 1301 et al.), especially in regard to behavioral screenings (13-4.20 (b)), support of social and emotional development through developing each child's strengths (1304.21 (a) (3)), and child mental health services (1304.24). The DECA-C's objective format, inclusion of strengths, and utilization of family members as raters makes it ideally suited for use within Head Start Programs.
4. Assist early intervention programs in meeting the IDEA (PL 105-17) requirements to consider the strengths of the child and the concerns of the parents in developing individual education plans (IEPs) and individual family service plans (IFSPs) (111 STAT. 86 (A) (I)).
5. Provide early childhood programs with a useful outcome measure related to children's social and emotional health. By comparing changes over time in an individual child's scores, the DECA-C can be used to evaluate the effectiveness of early intervention programs.
6. Compare scores obtained from different adults (e.g., a teacher and a parent) to evaluate the consistency or variability of a child's behavior in different environments.
7. Provide a well-developed measure of behavioral concerns and within-child protective factors for research purposes.

Standardization of the Behavioral Concerns Scale

The standardization sample for the Behavioral Concerns Scale consisted of 1,108 preschool children, aged 2 years 0 months through 5 years 11 months 30 days, who were rated on the DECA-C. These children were rated by parents ($n = 541$) or teachers ($n = 567$). The sample approximated the population of preschoolers in the United States with respect to race, ethnicity, region of residence, and family income (See Table 1). The socioeconomic status of the standardization sample was assessed by determining the number of children receiving either subsidized day care or public assistance.

Characteristics	DECA-C Sample		U.S. Percent
Gender	N	%	%
Male	562	51.3	51.1
Female	534	48.7	48.9
Race	N	%	%
White	806	73.3	67
Black	172	15.7	14.6
Asian or Pacific Islander	21	1.9	3.7
American Indian	10	0.9	1.1
Other	90	8.2	13.5
Hispanic Ethnicity	N	%	%
Hispanic	97	9.2	19.4
Non-Hispanic	954	90.8	80.6
<i>Note:</i> The U.S. population data are based on children under the age of five in <i>Census 2000 PHC-T-9. Population by Age, Sex, Race and Hispanic or Latino Origin for the United States: 2000.</i> www.census.gov .			

Reliability

Studies indicate that the DECA-C is a reliable instrument for assessing preschool children's behavioral concerns. The internal reliability estimates for each scale were calculated separately for each rater (parent or teacher). For parents, the alpha coefficients range from a low of .66 on Withdrawal/Depression to a high of .78 on Emotional Control Problems, with a median of .76. For teachers, the alpha coefficients range from a low of .80 on Withdrawal/Depression to a high of .90 on Attention Problems, with a median of .88. The teacher alpha coefficients all meet or exceed the standard suggested by Bracken (1987).

Criterion Validity

The criterion validity of the DECA-C was established by examining its ability to correctly predict whether an individual child was part of a clinical or community (i.e., non-referred) sample. The two groups were matched on salient demographic characteristics. On each scale, the Clinical group mean score was at least five T-score points higher than the mean of the Community group. For each scale, the Clinical group received a significantly higher mean score than the Community (all p values $< .01$). Discriminant analysis using the Total Behavioral Concerns Scale resulted in 74% classification accuracy. See Table 2.

Scales	Sample	Mean	Standard Deviation	F Value	Sig.
Attention Problems	Community	54.8	10.2	47.4	.01
	Clinical	65.1	10.1		
Aggression	Community	54.5	9.5	41.8	.01
	Clinical	63.8	9.9		
Emotional Control Problems	Community	54.7	9.0	35.9	.01
	Clinical	63.2	9.9		
Withdrawal/ Depression	Community	53.7	10.6	8.1	.01
	Clinical	58.5	12.0		
Total Behavioral Concerns	Community	54.5	10.0	7.48	.01
	Clinical	65.2	9.1		

Note: community sample N=86, clinical sample N=95

Conclusion

Over the last decade there has been a paradigm shift within the assessment field to focus on child strengths as well as child deficits. The strength-based perspective "represents a significant departure in how children are viewed, assessed, and treated" (Epstein & Sharma, 1998), and is predicated on the beliefs that 1) all children have strengths and that 2) treatment plans and services need to be based on those strengths. The authors of the DECA-C hope that the publication of this instrument will support and further the current efforts in both applied psychology and early care and education to recognize the importance of, and to promote, healthy social and emotional growth in preschool children. Only through fostering strength while simultaneously reducing behavioral concerns can we maximize the likelihood of success for young children who have already started to evidence significant social and emotional problems.

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Instructions for Using the Templates for Calculating DECA-C Change Scores

The purpose of this Excel template is to aid programs in calculating the difference between a child’s pre and posttest DECA-C *T*-scores and evaluating the magnitude of that difference. The magnitude of *T*-score differences are based on Cohen’s *d*-ratio and include:

Magnitude of the Difference	T-score Units
No change	Less than 2
Small	2 to 4, inclusive
Medium	5 to 7, inclusive
Large	8 or higher

The first version (*Template for Calculating DECA-C Change Scores – Positive only*) calculates any value under 2 as “No change”. The second version (*Template for Calculating DECA-C Change Scores – Positive and Negative*) calculates and evaluates both positive and negative differences in a child’s pre to posttest *T*-scores. For example, a difference of -7 between pre and posttest would display as a Medium Negative Change.

Each Excel version contains two sheets. The sheet labeled “Data” is where your program’s data can be entered. The sheet labeled “Graphs” contains summary presentations of your program’s pre and posttest DECA scores, as well as a look at the overall change categories from pre to posttest shown by children in your program.

To use either spreadsheet:

1. Enter your program’s data on the “Data” sheet. Columns are provided to enter child name or ID, dates of ratings, rater names, and pre and posttest DECA-C *T*-scores (scales, TPF, and TBC).
2. Once a pre or posttest *T*-score is entered, the pre and posttest DECA categories will automatically be filled. *T*-scores of 60 and above will be identified as “Strength” and the cell will be colored green, *T*-scores of 41-59 will be identified in a blue cell as “Typical”, and *T*-scores below 40 will be identified as “Need” and shaded red.
3. Once both pre and posttest *T*-scores are entered, the “Change Score” and “Categories for Change Scores” columns will automatically populate based on Cohen’s guidelines. Please note that the interpretation of the change score category differs depending on whether you are examining a protective factor or behavioral concern scale. For example, an increase of 5 *T*-score points from pre to posttest on both the TPF and the TBC will calculate as a Medium Positive Change. Although this is considered an improvement in the child’s social-emotional competence (TPF scale), it is actually an increase in the child’s behavioral concerns (TBC scale) and not a positive *outcome*. A modification has been made to the color coding of the behavioral concerns columns to alert you to this change in interpretation.
4. To see an overall summary of your program’s scores, refer to the “Graphs” sheet. Summary data has been automatically compiled for your program based on the data you’ve entered.

*The automatic columns on the “Data” sheet have been locked to protect the formulas. If you need to unlock this sheet for editing, please contact Jennifer Fleming for the password at jfleming2@devereux.org.

Purchasing Guidelines

Thank you for your interest in the Devereux Center for Resilient Children (DCRC) resources. This document is intended to answer many of your questions about purchasing the resources that will best support your program with implementation. If you would prefer to talk with a DCRC staff member about your unique needs and budget, please contact DCRC@devereux.org or call 1-866-872-4687 (TRAIN US).

The entire suite of Devereux resources (birth – 8th grade) can be purchased as **stand alone items or as kits**. The resources are kitted to encourage programs to purchase a kit for each classroom or professional who would benefit from ready access to all of the resources. However, sometimes it is more appropriate for programs to purchase the items individually. For example, if a program is using the web-based e-DECA 2.0, several of the resources in the kits are accessible online and already included in their purchase of the web-based platform. Also, when a program has very tight budget restrictions, it may be necessary to purchase the components of the kit individually and encourage staff to share resources.

Devereux Early Childhood Resources (Birth through Age 5)

Consideration #1: Paper or web-based Assessment Forms:

Paper: Programs must first decide if they plan to use paper record forms or the web-based system to conduct child assessments. Paper record forms are printed on NCR paper, allowing for the administration and scoring to occur directly on the form. The paper assessment forms are packaged by age range including Infant (4 weeks – 18 months); Toddler (18 - 36 months); and Preschool (3 yrs. – 5 yrs). Programs that use paper record forms need to determine how many children will be assessed; how many times per year each child will be assessed (by both parents and teaching staff) and then order the appropriate number of packages based on these answers.

For example: Children (40) X Administrations per year (2) X Parent and Teacher administration each time (2) = 160 forms per year

For programs using paper record forms, Devereux does recommend that each classroom/group and each consultant/specialist have their own complete DECA Kit (either the Infant Toddler Kit, Preschool Kit or both, depending on the age range of children served). This best practice approach allows for easy access to all of the resources and reduces any obstacles to becoming familiar with the resources and using them on a regular, everyday basis. Many kit components will be used year after year, with other resources including the assessments and *For Now and Forever* parent guides needing to be re-ordered based on the size of the group and the number of assessments to be completed on the group of children each year.

Web-based: For programs that have reliable access to the internet and staff who are comfortable with technology, the e-DECA 2.0 web-based system offers an effective, efficient means to screen and assess children. e-DECA 2.0 includes access to the infant, toddler and preschool assessment forms (including the DECA Clinical), allowing staff to conduct ratings online. The web-based system also features the ability to print a pdf of the assessment forms so that parents can complete a paper form that is then keyed into the computer to generate scores. The system automatically scores the assessment results and produces reports including single child; pre-post; rater-comparison; parent letters in English and Spanish and site and program aggregate reports. Access to strategies is also now available on the e-DECA to support planning around the promotion of young children's protective factors. A purchasing calculator is available to support programs in understanding the most cost effective purchasing options for e-DECA 2.0 and the link to the online calculator is available in the web-based section of this document. For programs that choose e-DECA 2.0, purchasing the DECA Kits would not be recommended since several of the kit components are available as downloads on the website. Rather, Devereux does recommend that each classroom have their own Strategies guide, Adult Resilience

Journal, FLIP IT, and sufficient For Now and Forever Parent guides for each family, with other resources more easily shared by staff located within the same physical location. Depending on the age of the children served, staff will need either the Infant/Toddler guide (*Infant and Toddler Strategies Guide*) or Preschool guide (*Promoting Resilience in Preschools: A Strategy Guide for Early Childhood Professionals*) as well as parent guides.

Consideration #2: What roles do staff play in DECA Program Implementation?

In best practice, Devereux recommends that for programs using the paper assessment forms, all consultants and specialists supporting direct care providers should have access to their own DECA Kit (*If a consultant/specialist works with children birth – 5, an Infant/Toddler and Preschool Kit would be recommended). Devereux also recommends that teachers and other direct care providers also have their own kit, to encourage and support easy access to resources at all times. However, if programs are using e-DECA 2.0 or if programs are using paper assessment forms and can't financially support a kit for each classroom or each direct care provider, we recommend that resources be purchased individually and have provided guidelines below.

Consideration #3: Confirm the age range of children to be served.

Devereux now offers a continuum of resources that span from birth through 8th grade. All of the Devereux resources are designed to allow caregivers and parents to screen, assess, support and evaluate outcomes in order to promote the resilience and healthy social and emotional development of children. Programs must confirm the age range of children who will be served to ensure that the appropriate resources are available based on the children's ages. Because the resources are packaged a bit differently by age (Infant/Toddler, Preschool, and School-Age) the following purchasing guidelines are presented by age group.

General Guidelines for Purchasing Infant and Toddler Resources (Birth through 36 months)

****Please note that Kaplan Early Learning Company is the publisher for all of the early childhood resources. Please visit: <http://www.kaplanco.com/shop/assessment-and-evaluation/devereux-assessments-deca-nessa>**

The DECA Infants and Toddlers Program Kit Includes 50 record forms (20 Infant; 30 Toddler), Strategies Guide, User's Guide, Set of 5 reproducible Parent Teacher Masters, 20 Parent Strategy Guides (For Now & Forever), Building Your Bounce: Simple Strategies for a Resilient You (3) and Forms CD.	#16139	199.95
Individual items sold separately are listed below:		
DECA-I/T Infant Record Forms (for children 1 - 18 months, set of 20) Sufficient quantities for every infant to be rated by the adult(s) throughout their time in the program (Devereux recommends that when appropriate, both parents and professionals rate the child two times/yr to monitor progress and assess outcomes).	#13844 English # 17523 Spanish	19.95
DECA-I/T Toddler Record Forms (for children 18 - 36 months, set of 30) Sufficient quantities for every toddler to be rated by the adult(s) throughout their time in the program (Devereux recommends that when appropriate, both parents and professionals rate the child two times/yr to monitor progress and assess outcomes).	#13845 English #17524 Spanish	29.95
DECA-I/T User's Guide One per geographic location may be adequate. *For programs using e-DECA2.0, this manual can be accessed online and downloaded.	#13846	39.95
DECA-I/T set of 5 Parent/Teacher Profile Masters (4 Infant, 1 Toddler) One per program, as the resource is reproducible.	#14016	12.95
DECA-I/T For Now and Forever: Parents Guide (set of 20) One for every family is preferable.	#28684 English	32.95

	#20338 Spanish	24.95
DECA-I/T Strategies Guide One per caregiver is preferable.	#16138	49.95
Building Your Bounce: Simple Strategies for a Resilient You (Adult Resilience Journal) One per caregiver is preferable **Remember, this resource is great for ALL adults, not just those working with infants and toddlers.)	#29023	12.95
Scoring Assistant CD (Not included in the DECA-I/T Kit) For programs that are using the paper forms but would like the computer to do the scoring. This disc allows for unlimited scoring of paper record forms. (Please note that this is different from the e-DECA 2.0 web-based platform. More information on the e-DECA 2.0 System below)	#14112	99.95

General Guidelines for Purchasing Preschool Resources (Ages 3-5)

Devereux Early Childhood Assessment Preschool Program Kit, 2nd Ed. Includes DECA-P2 record forms and scoring profiles (40), User's Guide and Technical Manual, Promoting Resilience in Preschoolers: A Strategy Guide for Early Childhood Professionals, Promoting Resilience For Now and Forever: A Guide for Families (20), Building Your Bounce: Simple Strategies for a Resilient You (2), and FLIP IT ®: Transforming Challenging Behavior.	#29026	209.95
Individual items sold separately are listed below:		
DECA-P2 Record Forms (for children 3-5 years) 40 record forms Sufficient quantities for every child to be rated by the adult(s) throughout their time in the program (Devereux recommends that when appropriate, both parents and professionals rate the child two times/yr to monitor progress and assess outcomes)	#29025 English	39.95
	#94515 Spanish	39.95
DECA-P2 User's Guide and Technical Manual One per geographic location may be adequate. *For programs using e-DECA2.0, this manual can be accessed online and downloaded.	#29022	49.95
Promoting Resilience in Preschoolers: A Strategy Guide for Early Childhood Professionals One per teacher/caregiver is preferable.	#29021 English	49.95
Promoting Resilience For Now and Forever: A Family Guide (20) One for every family is preferable – some families may require two or more if parents/guardians are not living in the same household	#26173 English	32.95
	# 26525 Spanish	32.95
Building Your Bounce: Simple Strategies for a Resilient You One per teacher/caregiver is ideal. The resource is designed for personal reflection on your own resilience as an adult. Two copies are available in a Preschool Kit for co-teachers or a teacher and the assistant to each have their own.	#29023	12.95
FLIP-IT: Transforming Challenging Behaviors One per teacher/caregiver is preferable.	#22603	14.95

General Guidelines for Purchasing the DECA-Clinical (DECA-C) (Ages 2-5) For children already displaying significant behavioral concerns

DECA Clinical Kit Includes 30 record forms, User's Manual and Norms Reference Card	#98817	125.95
Individual Items Sold Separately		
DECA-C User's Guide	#98814	54.95
DECA-C Record forms (30)	#98813	59.95
DECA-C Norms Reference Card	#98816	6.95

e-DECA2.0 - Supports the Infant, Toddler, Preschool, and DECA-C (Clinical) Assessment Resources in a web-based early childhood assessment platform

The purchasing calculator is available to help with purchasing decisions
([Click here](#) for the Purchasing Calculator)

e-DECA2.0/e-DESSA Web-based System		
Annual License Fee One license fee per program	#16701	249.95
By Child Option Unlimited ratings for 12 months per child	#16706	2.95/child
By Administration Option	#26399	\$1/rating

General Guidelines for Purchasing School-Age Resources (Kindergarten through 8th Grade)

****Please note that Apperson, Inc. is the publisher for the school-age resources. All information about purchasing school-age resources can be found at www.apperson.com.**

The Devereux Student Strengths Assessment (DESSA) Comprehensive system is different than the Devereux Early Childhood Initiative resources in that a separate screening tool is recommended for use with all children (the DESSA-mini) and a full assessment, DESSA, for those children who have been identified as needing additional services. This different approach will impact how resources are purchased. For schools that opt to a web-based platform, please click to access [purchasing information](#).

For schools that opt to use paper, Devereux recommends that each school implementing the DESSA Comprehensive system purchase a DESSA mini kit and a DESSA Kit. Guidelines for purchasing additional resources beyond the kits are included below.

DESSA-mini Kit Includes, 25 copies of each of the four DESSA-mini forms(Form One, Form Two, Form Three, Form Four), 25 copies of the Ongoing Progress Monitoring Form, the DESSA-mini manual One per school	#40070	104.95
The Devereux Student Strengths Assessment Kit (DESSA) Includes 25 DESSA record forms, User's Manual, Norms reference card One per school	#40080	115.95
Individual items sold separately are listed below		
DESSA-mini record forms (25 forms) Four alternate 8 item forms. Sufficient quantities for every child to be screened two times by the teacher or after-school professional as well as an additional two forms for each child identified as needing targeted supports.	# 40000 # 40010 # 40020 # 40030	7.95 7.95 7.95 7.95
Ongoing Monitoring Forms (25 forms) Sufficient quantities for each child identified as needing targeted supports to have one form per year.	# 40040	7.95
DESSA Record forms (25 record forms) Sufficient quantities for each child identified as needing targeted supports to be rated by the adult(s) two times per year. (in best practice both the teaching staff and parents would complete the assessment each time)	#40060	39.95

Adult Resilience

Building Your Bounce: Simple Strategies for a Resilient You is an excellent resource for any adult who provides care for young children.

Building Your Bounce: Simple Strategies for a Resilient You (Adult Resilience Journal) One per caregiver is preferable This resource is excellent for both staff and parents!	#29023	12.95
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In addition to all of the resources that are included in the Devereux Kits, many additional resources have also been developed to support young children's social and emotional health. Below is a list of all additional resources that Devereux has to offer:

Music Resources

Songs of Resilience (4 CD set and Classroom Manual)	#14074	89.95
Songs of Resilience Music DVD	#16136	15.95
Songs of Resilience Volume 2	#16137	15.95
For Now and Forever Songs of Resilience for Families	#14278	15.95
Beautiful Baby Wonderful Child	#14520	15.95
Un Mundo One World CD (Spanish)	#16135	15.95

Protective Factor Kit

DECA Program Protective Factor Kit Kit includes numerous games and activities for teachers to use in their classroom and a teacher's guide offering lesson plan ideas to promote children's resilience. Selected Items from the Kit are Sold Separately and are listed below:	#14104	299.95
Protective Factor Kit Teacher's Guide	#14934	24.95
Emotions Memory and Match (set of 20)	#14245	6.95
Emotions Bingo Set	#17522	12.95
Take 5 Problem Solving Book for Children	#14240	6.50
How Do you Feel Handheld Mirror	#14785	8.95
A Book About Me	#14242	9.95

Activities to promote resilience of preschoolers at school and home

Socially Strong, Emotionally Secure: 50 Activities to Promote Resilience in Young Children	#20225	16.95
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Professional Development DVD resources addressing Children's Challenging Behavior

Facing the Challenge Disc 1	#14069	88.95
Facing the Challenge Disc 2	#14070	88.95
Classroom Moments (video clips of children in classrooms and perfect for professional development)	#14072	88.95

**DVDs can also be purchased directly from Devereux at www.CenterForResilientChildren.org*

Devereux Early Childhood Assessment Clinical Form (DECA-C)

Single Rating Report

Child's Name: Jacobs, Joshua Program: MDCH Rater Name: Newton, Mrs
 Gender: Male Site: ABC Clinic Test Site Relationship to Child: Teacher
 Birth Date: 04/09/2009 Group: Amy Smith Clinician Date of Rating: 04/16/2013
 Age at Rating: 4 Years 0 Months Rating Period: Pre

Score Summary Table

	IN	SC	AT	TPF	WD	ECP	AP	AG	TBC
Raw Score	25	10	15	50	12	26	12	21	71
T-Score	47	34	34	37	59	72	53	70	67
Percentile	38	5	5	10	82	99	62	98	96
Description	Typical	Need	Need	Need	Typical	Need	Typical	Need	Need

Scale descriptions are:

- IN - Initiative
- SC - Self Control
- AT - Attachment
- TPF - Total Protective Factors
- WD - Withdrawal/Depression
- ECP - Emotional Control Problems
- AP - Attention Problems
- AG - Agression
- TBC - Total Behavioral Concerns

Devereux Early Childhood Assessment Clinical Form (DECA-C)

Child's Name: Jacobs, Joshua Program: MDCH Rater Name: Newton, Mrs
Gender: Male Site: ABC Clinic Test Site Relationship to Child: Teacher
Birth Date: 04/09/2009 Group: Amy Smith Clinician Date of Rating: 04/16/2013
Age at Rating: 4 Years 0 Months Rating Period: Pre

Item Ratings by Scale

Initiative

- | | |
|---|----------------|
| 2 do things for herself/himself? | 3-Frequently |
| 4 choose to do a task that was challenging for her/him? | 3-Frequently |
| 6 participate actively in make-believe play with others (dress-up, etc.)? | 1-Rarely |
| 10 keep trying when unsuccessful (act persistent)? | 3-Frequently |
| 16 try different ways to solve a problem? | 3-Frequently |
| 17 try or ask to try new things or activities? | 3-Frequently |
| 19 start or organize play with other children? | 1-Rarely |
| 21 focus his/her attention or concentrate on a task or activity? | 2-Occasionally |
| 23 say positive things about the future (act optimistic)? | 2-Occasionally |
| 25 ask other children to play with him/her? | 1-Rarely |
| 27 make decisions for herself/himself? | 3-Frequently |

Self Control

- | | |
|---|----------------|
| 38 listen to or respect others? | 1-Rarely |
| 39 control her/his anger? | 1-Rarely |
| 43 handle frustration well? | 1-Rarely |
| 47 show patience? | 2-Occasionally |
| 51 share with other children? | 1-Rarely |
| 53 accept another choice when her/his first choice was unavailable? | 2-Occasionally |
| 56 cooperate with others? | 1-Rarely |
| 57 calm herself/himself down when upset? | 1-Rarely |

Attachment

- | | |
|---|----------------|
| 33 act in a way that made adults smile or show interest in her/him? | 1-Rarely |
| 41 respond positively to adult comforting when upset? | 2-Occasionally |
| 42 show affection for familiar adults? | 2-Occasionally |
| 45 act happy or excited when parent/guardian returned? | 2-Occasionally |
| 49 ask adults to play with or read to him/her? | 2-Occasionally |
| 52 trust familiar adults and believe what they say? | 1-Rarely |
| 54 seek help from children/adults when necessary? | 2-Occasionally |
| 61 show an interest in what children/adults are doing? | 3-Frequently |

Withdrawal/Depression

- | | |
|---|----------------|
| 1 show little or no emotion? | 2-Occasionally |
| 3 withdraw from or avoid children/adults? | 1-Rarely |
| 5 fail to show joy or gladness at a happy occasion? | 1-Rarely |
| 12 wander around aimlessly? | 3-Frequently |
| 13 have no reaction to children/adults? | 1-Rarely |
| 14 refuse to speak? | 1-Rarely |
| 18 resist or refuse to participate in group or home activities? | 1-Rarely |
| 24 have a blank facial expression? | 1-Rarely |
| 26 show decreased interest in or enjoyment of play or activities? | 1-Rarely |

Emotional Control Problems

7	have temper tantrums?	4-Very Frequently
8	act overwhelmed or cry when asked to do simple things?	2-Occasionally
9	get easily frustrated?	4-Very Frequently
11	become upset or emotional if she/he did not get what she/he wanted?	2-Occasionally
15	sulk or pout?	3-Frequently
20	get overly upset if she/he made a mistake?	3-Frequently
22	become upset or cry easily?	4-Very Frequently
28	overreact to changes in the environment or her/his routine?	4-Very Frequently

Attention Problems

35	have difficulty following a routine?	2-Occasionally
36	have difficulty sitting quietly (for example, when listening to a story)?	2-Occasionally
40	squirm or fidget?	2-Occasionally
48	have a short attention span (difficulty concentrating)?	2-Occasionally
58	have difficulty following directions?	2-Occasionally
60	get easily distracted?	1-Rarely
62	need constant reminders to do things?	1-Rarely

Aggression

34	grab things from other children?	3-Frequently
37	tease or bully others?	3-Frequently
44	destroy or damage property?	3-Frequently
46	blame others for her/his actions?	3-Frequently
50	fight with other children?	3-Frequently
55	hurt (hit, bite, kick), push, or physically threaten children/adults?	3-Frequently
59	fail to show sorrow or regret for wrong things she/he had done?	3-Frequently

Increased Concern Items

These items do not comprise a scale and are interpreted individually. Because these are very serious and troubling behaviors, if a child engages in any of these behaviors even rarely it is cause for concern.

29	set or threaten to set a fire?	0-Never
30	say negative or critical things about herself/himself?	0-Never
31	threaten or attempt to hurt herself/himself?	0-Never
32	hurt or abuse animals?	0-Never

Promoting Social and Emotional Strengths and Reducing Behavioral Concerns

A strong social and emotional foundation is critical for all children’s learning and success in life. The Devereux Early Childhood Assessment Clinical Form (DECA-C) provides information to help promote children’s social and emotional strengths and reduce behavioral concerns. The table below shows the DECA-C results for **Joshua Jacobs** based on a rating conducted by **Mrs Newton** on **04/16/2013**.

DECA Protective Factors	Strength	Typical	Area of Need
Initiative		X	
Attachment			X
Self Control			X
Behavioral Concerns		Typical	Area of Need
Withdrawal/Depression		X	
Emotional Control Problems			X
Attention Problems		X	
Aggression			X
Increased Concern Items			Area of Need
Increased Concern Items			X

Our program recognizes the importance of children’s social and emotional health and works to strengthen protective factors associated with resilience including initiative, self-control and attachment. The first section of the table above shows the DECA-C protective factor results. Scores in the Strength range indicate that the child is showing many positive behaviors in that area and these behaviors should be encouraged. Scores in the Typical range indicate that a child is displaying behaviors that are common at this age and these behaviors should be continually supported. Scores in the Area of Need range indicate that a child is not displaying these positive behaviors as frequently as desired and a plan should be put into place to help the child build skills in these areas.

The second section of the table shows the DECA-C results for Behavioral Concerns including Emotional Control Problems, Aggression, Withdrawal/Depression and Attention Problems. For these areas, results are either Typical or an Area of Need. For those children with Areas of Need, a plan for supporting the child should be implemented. It is important to note that DECA-C results may vary between adults who rate a child because sometimes children behave differently at home and at school due to differences in rules, schedules, etc. Also, it is important to note that a score in the Area of Need range does not label a child, but instead provides an opportunity to work together to come up with new ideas to help the child grow and thrive and achieve his/her potential in all areas.

Additionally, you will note a section in the table labeled "Increased Concern Items". If an X appears under Area of Need in this section, teachers and families must meet to understand what specific behavior(s) need discussion and possible further evaluation. These behaviors are critical to address as they can be precursors of more troubling behaviors later in life.

Based on the rating results displayed, recommended strategies have been identified.

Suggested Classroom and Home Strategies for: Self Control

Self-Control:Self-control is the child’s ability to express emotions and manage behaviors in healthy ways. Children demonstrate developing self-control skills in a variety of ways as they take turns and laugh with friends, navigate the daily routine, cope with frustrating situations and modulate their energy levels.

Classroom Strategy	Home Strategy
(A) FLIP IT. When a child is having trouble managing a strong feeling, such as frustration, help them by using the 4 Step FLIP IT © strategy: FEELINGS, LIMITS, INQUIRIES, and PROMPTS.	(A) FLIP IT. When a child is having trouble managing a strong feeling, such as frustration, help them by using the 4 Step FLIP IT © strategy: FEELINGS, LIMITS, INQUIRIES, and PROMPTS.

Suggested Classroom and Home Strategies for: Emotional Control Problems

Early childhood is a time when young children are learning about emotional expression to include coping with conflict or difficulties. Throughout daily routines, children may cry when sad or stomp their feet in frustration. In most cases, children, with help from a familiar caregiver, turn these expressions around to transition to another activity or get their needs met through positive means. Children’s difficulties in modifying expressions of negative emotion to more positive ones in order to pursue goal directed behaviors may signal emotional control problems. The DECA Clinical measures emotional control problems through behaviors such as acting overwhelmed or crying when asked to do simple things, becoming upset or emotional if she did not get what she wanted, or getting overly upset if he made a mistake.

Classroom Strategy	Home Strategy
(A) Regroup and Reset. Provide a place and materials that will help a child regain control of emotions, words, and actions. When the child is calm, discuss feelings and how to handle such situations differently in the future.	(A) Regroup and Reset. Provide a place and materials that will help your child regain control of emotions, words, and actions. Wait until your child is calm to discuss feelings and how to handle tough situations differently in the future.

Joshua Jacobs has great potential and the ability to be successful in school and life. Children are best supported when families and program staff work together. The space below should be used to document the ideas and comments of family members and program staff to ensure that everyone involved has an opportunity to participate in the protective factor planning process.

Family Input / Additional Goals: Notes

Signature of Family Member: _____ Date: _____
Signature of Teaching Staff: _____ Date: _____
Signature of Curriculum Specialist/Ed. Mgr.: _____ Date: _____
Signature of Licensed Mental Health Professional: _____ Date: _____
Additional Signature: _____ Date: _____
Additional Signature: _____ Date: _____

Progress Follow-up

Signature of Family Member: _____ Date: _____
Signature of Teaching Staff: _____ Date: _____
Signature of Curriculum Specialist/Ed. Mgr.: _____ Date: _____
Signature of Licensed Mental Health Professional: _____ Date: _____
Additional Signature: _____ Date: _____
Additional Signature: _____ Date: _____

Training Certificate

Devereux

CENTER FOR RESILIENT CHILDREN

Mission Statement: To promote social and emotional development, foster resilience, and build skills for school and life success in all children and the adults who care for them.

This certifies that:

YOUR NAME

has successfully completed 6.5 hours of professional development on the Devereux Early Childhood Assessment (DECA) Program (1 Hour) and the Devereux Early Childhood Assessment – Clinical Form (5.5 Hours)

Date of Professional Development:

Paul a. LeBuffe

Paul LeBuffe, National Director
Devereux Center for Resilient Children

Confirmation of this participant's registration and completion of training hours can be made by contacting 1-866-TRAINUS.

DECA-C Evaluation Form

Date:

Location:

Trainers:

Please share your reactions and comments. They will greatly help us to evaluate this training, improve future training and plan follow-up support.

DEMOGRAPHIC INFORMATION

What is the nature of your early childhood work? (Please circle all that apply.)

Mental Health

Administration

Family Advocate

Disabilities Coordinator

Teacher

Other (specify): _____

OVERALL REVIEW OF TRAINING

The most relevant/useful parts of the training for me were: _____

How we can improve the DECA-C Training: _____

Please circle the number that most closely matches your response to each item.

1 = strongly disagree; 2=disagree; 3 = neutral; 4=agree; 5= strongly agree

- | | | | | | |
|--|---|---|---|---|---|
| 1. The key concepts/objectives of the training were clear. | 1 | 2 | 3 | 4 | 5 |
| 2. The amount of time allotted for this training was just right. | 1 | 2 | 3 | 4 | 5 |
| 3. The training material was presented in an interesting way. | 1 | 2 | 3 | 4 | 5 |
| 4. The training had a good balance between lecture by presenters and hands-on activities. | 1 | 2 | 3 | 4 | 5 |
| 5. The audio/visual aids added to my understanding of the concepts and skills presented during the training. | 1 | 2 | 3 | 4 | 5 |
| 6. The handouts were of help to me. | 1 | 2 | 3 | 4 | 5 |
| 7. There were sufficient opportunities to ask questions and raise concerns. | 1 | 2 | 3 | 4 | 5 |
| 8. The training facilities were suitable. | 1 | 2 | 3 | 4 | 5 |
| 9. The content of the training met my needs and interests. | 1 | 2 | 3 | 4 | 5 |
| 10. The content of the training will be useful in my job. | 1 | 2 | 3 | 4 | 5 |
| 11. Overall, I am satisfied with the training. | 1 | 2 | 3 | 4 | 5 |

EVALUATION OF TRAINER(S)

Please circle the number that most closely matches your response to each item.

1 = strongly disagree; 2=disagree; 3 = neutral; 4=agree; 5= strongly agree

- | | | | | | |
|--|---|---|---|---|---|
| 1. Trainer(s) was knowledgeable about the subject area. | 1 | 2 | 3 | 4 | 5 |
| 2. Trainer(s) kept the training alive and interesting. | 1 | 2 | 3 | 4 | 5 |
| 3. Trainer(s) was motivational. | 1 | 2 | 3 | 4 | 5 |
| 4. Trainer(s) clearly communicated information. | 1 | 2 | 3 | 4 | 5 |
| 5. Trainer(s) responded well to questions from participants. | 1 | 2 | 3 | 4 | 5 |
| 6. Trainer(s) maintained a friendly and helpful attitude. | 1 | 2 | 3 | 4 | 5 |
| 7. Overall, I am satisfied with the trainer(s). | 1 | 2 | 3 | 4 | 5 |

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CENTER FOR RESILIENT CHILDREN

Professional Development & Training Available

For more information contact:
Devereux Center for Resilient
Children (DCRC)

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Toll Free: 866-TRAINUS (872-4687)

Email: DECA@Devereux.org

www.CenterforResilientChildren.org



1-800-334-2014 • www.kaplanco.com

For Ordering Information:

Kaplan Early Learning Company

Toll Free: 800-334-2014

Fax: 800-452-7526

Email: info@kaplanco.com

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