



Student Weekly Summary

General Information

Name of Student	Laura Jacobs
Site	Child's home, Laval
Practicum Week (Include number and dates)	Visit 1, October 20th, 2018

Activities Performed

- Spent the first few minutes playing with JG to build rapport and to put her at ease.
- While JG had a snack we went through the background questionnaire with her mother.
- We brought out some of our toys and started completing the Rossetti Infant Toddler Language Scale (Rossetti). I played with JG and her mother and tried to elicit responses, while my peer scored, observed and handed me new materials.
- We noticed we could check off some sections on the Early Childhood Developmental Chart, third edition (physical ability), so we added some notes on that while working through the Rossetti. We completed all items from the 27-30 months' range and the language comprehension section from the 30-33 months' range.
- We reorganized materials while JG took a short break and we got ready to administer the Expressive Vocabulary Test, second edition (EVT-2).
- My peer administered the EVT-2, and I scored and took notes. We noticed JG was becoming restless after about 15 minutes. As we were not close to reaching a ceiling, we decided to allow for a short play break and then continued and completed the EVT-2.
- During the short play break we were able to observe and complete more items from the Rossetti Play section from the 30-33 months' range.
- Once the EVT-2 was completed JG ate a small lunch. After her lunch we completed the last sections from the Rossetti.
- We recorded JG throughout the Rossetti administration and play break to be able to record a language sample.
- We read a short book with JG and she then went down for her nap.
- We thanked JG's mother and confirmed our next visit.
- We scored the EVT-2 together.
- We reviewed our Rossetti notes, watched the recording and discussed our scoring.
- We reviewed our additional notes and completed part of the developmental chart and identified which areas are left to observe/elicit.
- We wrote out the language sample, but realized we might not have enough utterances.

Strengths

- I really enjoyed getting to know JG. I feel I connected with her quite well. She was comfortable playing with me and moved away from her mom and even sat on my lap for part of an activity. She was a bit shy at first but through my calm demeanour, I feel she warmed up quickly and ended up being a real chatter box.
- I was able to engage JG and elicit almost all items from the Rossetti that we didn't observe spontaneously (e.g. uses negation).
- I was able to keep up and identify the basal item on the EVT-2.
- Although I made some initial mistakes in calculating the ceiling when scoring the test, I was able to figure out where I went wrong and corrected my errors to arrive at the correct raw, standard and percentile scores (at least I think/hope they are correct!).
- As a team: I think that Heather and I make a well-balanced team with her being more energetic and outgoing and me being more thoughtful and gentle

Limitations

- I didn't really know what to say when JG's mom asked about developmental milestones in regards to toilet training. She caught me off guard. My peer pulled out the developmental chart and we answered her based upon that information.
- I had a hard time staying focused on the tasks we needed to complete and not getting distracted by JG's cute little sister (15 months). It is hard when you are trying to assess a child with a scale and another child comes up and wants to play with the toys as well.
- I lost count during the EVT-2 and accidentally let Heather keep testing JG slightly longer than necessary (two items past the ceiling of five incorrect in a row).
- As a team: I think we may have used cues a couple of times when it was not appropriate. The manual gave very specific instructions for situations in which to offer an additional cue, and we noted these, but I think in practice we offered a couple that should not have been given. In one case I noticed this and did not record the cued response, but there may have been others that escaped my notice.

Action Plan

- Heather and I have prepared a to-do list for next time, Peabody Picture Vocabulary Test, fourth edition (PPVT-4), the items that are left from the developmental chart, Goldman Fristoe Test of Articulation, third edition (GFTA-3), we will attempt the Wug test and we need to record another language sample.
- I want to be better prepared for questions about developmental milestones parents might have. Whereas I don't feel I have to memorize the whole chart, I need to remember approximately where I can find things and use the chart to answer parents' questions.
- I will highlight basal and ceiling rules on the test booklet.
- Since we have a lot left, we already informed JG's mother that we might need to do a longer visit next week. We plan on going a bit earlier to have more time before JG needs to take her nap.
- We plan on spending a bit more time going over the tests together beforehand and do practice administrations on each other.