BASIC CONCEPTS SKILLS SCREENER

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OVERVIEW

The Basic Concepts Skills Screener (BCSS) was developed for the purpose of evaluating and describing the basic concepts skills of children. An understanding of basic concepts is fundamental for students to follow directions and develop reading and math skills. The BCSS is individually administered to establish a baseline of basic concepts that are in error.

The BCSS explores a child's knowledge of spatial (location), quantitative (number), comparative (description), and temporal (time) concepts. Basic concepts strengthen vocabulary and are critical for understanding early curriculum (Seifert & Schwartz, 1991). By the time a child starts first grade, he or she should have an understanding of the majority of these concepts (McLaughlin, 1998). Children need a thorough understanding of basic concepts to make comparisons, classify, problem solve, and sequence. Children who do not understand basic concepts will most likely struggle not only with day-to-day academic activities such reading and math, but with extra-curricular activities such as playing sports (Boehm, 2013).

Children who struggle with basic concepts struggle to achieve the skills necessary for complex learning. Because basic concepts are an integral part of language instruction, these children often fall behind those who have mastered the necessary skills (Schlaudecker & Regimbal, 1995). Unfortunately, this often results in the "Mathew Effect" as described by Stanovich (1986) and Walberg & Tsai (1983). In this situation, the child who is already struggling falls farther behind while the child who has mastered the skills continues to make progress. Early recognition and remediation of a child's struggle with basic concepts may reduce the negative educational impact.

USES

The Basic Concepts Skills Screener can be used to:

- Collect information regarding an individual's basic concept skills
- Supplement data of a standardized language assessment
- Measure treatment effectiveness and skill growth over time
- Compare a student's performance to students at same grade level
- Help educators and clinicians choose areas of skill development to target for Response to Intervention
- Aid with determining how a student may perform on classroom assessments and outcomes
- Aid in the determination of a language delay or disorder
- Identify students who may be at risk for a learning disorder

FEATURES

- Ability to enter students' information and track progress over time
- Tests most basic concepts skills needed for school readiness
- Offers two testing options: Full Screening and Quick Screening
- Provides a tally of questions remaining in session
- Add notes throughout the assessment
- Ability to see students' skill levels at a glance with color coded scores
- Ability to import to Therapy Report Center for ease of report writing and progress monitoring
- Provides automatic feedback to student throughout administration
- Provides data collection by type of concept or by age as well as total percent accuracy
- Provides a report with collected data automatically added to narrative
- Ability to e-mail and/or print test results immediately after its administration

Info	BASIC CONCEPTS SKILLS SCREENER	Settings
	B.C. - 4yr 3Mo	About BCSS
B.C 4yr 3Mo Option 2 - Smaller Details	Date of Administration: 09/04/2012 Raw Score: 94	Video Tutorial
B.C 4yr 3Mo B.C 4yr 3Mo	▶ →	Contact Smarty Ears
OPTION 2 - SMALLER DETAILS		BACKUP TO ITUNES
		Restore From ITUNES
		More Apps
BASIC CONCEPTS SKILLS SCREENER		
BCSS	A QUICK, MOTIVATIONAL	
	TOOL CREATED TO HELP	
CE	BASIC CONCEPT SKILLS IN	N CHILDREN

Image 1.0

Basic Concepts Skills Screener

CONCEPTS ASSESSED

The concepts included in BCSS are separated into four basic areas.

SPATIAL

Spatial words indicate the location of an item. Spatial words can also relate to simple relationships (e.g., out of the container). Receptive understanding of spatial words typically occurs before the child can use the words expressively. Most spatial words are mastered by the time a child is kindergarten age (McLaughlin, 1998). Many spatial words are prepositions (e.g., above, off); however, some are also considered nouns such as "corner." Included in this area are the three-dimensional and perspective taking concepts such as "through" and "under." Spatial words included are above, off, on, bottom, between, etc. (image 1.1)



Image 1.1

QUANTITATIVE

Children begin to learn concepts around quantity long before they are able to name numbers. For instance, a child may be able to choose the pile with "more" candy in it, long before he is able to count the pieces (Bracken, 2006). As the child's number sense grows, it may provide the foundation for a deeper understanding of quantitative concepts. A few of the quantitative concepts could also be listed as comparative (e.g., empty, different). However, because these concepts are an integral part of the Common Core State Standards for math skills K.MD.A1 and K.MD.A2, they have been included here (Common Core State, 2012). Quantitative concepts included are whole, all, empty, most, never, etc.

COMPARATIVE

Comparative concepts are often called relational concepts because they show a relationship between items such as size, color, texture, and weight (McLaughlin, 1998). For BCSS, we have included feelings in this category because the client is asked to compare pictures to choose the correct emotion. Comparative concepts included are tall, dark, cold, thick, sad, etc. (image 1.2)



Image 1.2

TEMPORAL

Basic Concepts Skills Screener	
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Temporal concepts indicate how events relate to each other in time. Temporal concepts are some of the most difficult concepts to master because time is abstract and relative. Temporal concepts are comprised of three basic elements: duration, order/sequence, and simultaneity. Younger children tend to master order concepts early (e.g., after, before) while concepts dealing with simultaneity (e.g., while, at the same time) are learned by kindergarten age (McLaughlin, 1998). Temporal concepts included are first, next, starting, second, etc.

HOW TO USE IT

ADMINISTRATION TIME

Administration time for the full screening is between 10-15 minutes. Administration time for the quick screening is approximately 5 minutes. Administration time will vary depending on the child's attention span and the amount of notes taken by the professional (image 1.3).



Image 1.3

Basic Concepts Skills Screener

ADDING USERS

In order to administer the BCSS, the speech-language pathologist must first enter the student into the app. To enter names manually, click on "add student." (Image 1.4)

INFO	BASIC CONCEPTS SKILLS SC	REENER
		- бүк Омо • Ери
Мару - б ур Омо	DATE OF ADMINISTRATION: 6/30/13 RAW SCORE: 77	
	TYPE OF TEST: FULL SCREENING	SEE REPORT
	New Test	
ADD STUDENTS		

Image 1.4

A pop-up screen will allow you to type in the student's name and birthdate. After you enter the requested information, tap "add" to save the information (image 1.5).

STUDENTS		Mary -	6YR OMO	- E
ary - Bis Dig	•	Date of Administration: 6/30/13 Raw Score: 77 Type of Test: Full Screening		
	6	ADD NEW STUDENT	X Close	SEE REPOR
		NAME: Tanya		
	DATE OF	Віятн: 5/4/06		
			ADD	

Image 1.5

Basic Concepts Skills Screener

ADMINSTRATION

INFO	BASIC CONCEPTS SKILLS SCREEN	ER
Ebit - STUDENTS	TANYA - 7YR 1 New Test	MO Eng
	START NEW GHOOSE ONE OF THE FOLLOWING X CANCER	
	FULL QUICK SCREENING SCREENING	
ADD STUDENTS		
	Image 1.6	

Once the student has been selected, the BCSS has two possible assessment options (image 1.6).

- a. The Full Screening consists of 79 questions and takes approximately 10-15 minutes to administer. Within the full screening each of the 79 questions are divided by approximate age of acquisition. There are 14 concepts which should be mastered by the time a child is between 3-4 years old. There are 17 concepts expected to be mastered by the time a child is between 4-5 years old. By the time a child is between 5-6 years old, there are 31 concepts. The final 17 concepts may not be completely mastered until a child is between 6-7 years old.
- b. The Quick Screening consists of 30 questions and takes approximately 5 minutes to administer. There are seven (7) concepts to be mastered between age 3-4; eight (8) between age 4-5; eight (8) between age 5-6; with the final seven (7) to be mastered between age 6 7.

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It should be noted there is a wide range of acceptable age ranges for mastering basic concepts. The ranges used for BCSS are based on a median of resources available. In addition, for some children, certain types of concepts may be mastered before others. For instance, a child may successfully answer spatial concepts through age six and yet struggle with early temporal concepts. Because of the wide variety of acceptable ages for mastery and the variability in learning, it is strongly suggested the entire screener be administered. However, in the event it is necessary to end the screener early, a tap on the done button will end the screener and bring up the results section. Any concepts not assessed will be noted in the purple "not tested" area of the report.

note taking wit the screener uit the screener fuettor count Next next target

UNDERSTANDING THE TESTING SCREEN

Basic Concepts Skills Screener

TRANSITION SOUNDS

With every answer selection an animated swirl and transition sound will occur.

ANSWER SELECTION

During the screening, the child will tap on the screen which best depicts the answer to the target request. A square will surround the picture selected as the answer. The authors recognize many children may experience a "happy tapping" phase where a picture is randomly tapped before the child has heard the entire question. To eliminate incorrect scores due to this behavior, scoring will not occur until the "next" button is tapped.

As with any assessment, the professional must refrain from leading the child to an answer. If the child is tapping randomly on pictures, the professional may prompt, "What is the answer?" If the child is able to answer correctly, the correct picture may be selected. If the student chooses an incorrect answer, the answer should not be changed and the professional simply chooses "next" to move to the next target. **To ensure accuracy in scoring, the professional should allow answers to be changed only when an accidental tap occurs.**

NO ANSWER SELECTED

An answer must be provided for every screen. If no answer is selected, a pop-up message will display (image 1.8).



Image 1.8

ADDING NOTES DURING ADMINISTRATION

Users are able to enter notes throughout the assessment. Each note will be added to the report at the end of the session. For example: If the student is discussing the picture and shows an understanding of the concept but selects the wrong answer, a note can be added to show an emerging understanding, or to note difficulty in visual discrimination between pictures (image 1.9).

Notes	BASIC CONCEPTS SKILLS SCREENER	OONE
X CLOSE	Notes Dove	
	Touch the animal that is BIG	
2/30		NEXT

Image 1.9

ENDING THE ASSESSMENT

When the assessment is completed, a tap on the "done" button ends the assessment. If all questions have been answered, a screen displaying a visual reward is displayed. If all the questions have not been answered, a pop-up message displays to confirm ending the assessment.

INTERPRETING RESULTS

The BCSS presents the results in a report format. Combining narrative and table type information, the report provides a breakdown of the results by both concept type and age of acquisition.

Once the assessment is ended, the report screen will come be displayed (image 1.10). Select the desired report to view the results.

Info	BASIC CONCEPTS SKILLS SCREENER	
Edit • Students	Mary - Oyr Omo	• Еріт
Mary - Ovr Omd	P DATE OF ADMINISTRATION: 7/5/13 Raw Score: 30 Type of Test: Full Screening	SEE REPORT
	Date of Administration: 7/5/13 Raw Score: 5 Type of Test: Quick Screening	SEE REPORT
	Date of Administration: 7/4/13 Raw Score: 78 Type of Test: Full Screening	SEE REPORT
	NewTest	

Image 1.10

UNDERSTANDING THE REPORT

Once the report has displayed, the following information is available (image 1.11).

Name: Barbara Total Correct: 9 Total Attempted: 34	TOTAL NOT TESTED: 45	y print, ei export i
Skills Screener (BCSS) is an in Follow-up screening of basic of	WERE SCREENED ON 7/4/13 UTILIZING THE BASIC CONCEPTS SKILLS SCREENER. THE BASIC CONCEPTS	to the T Report (
CONCEPTS TARGETED (MAXIMUM 7 ERRORS WERE DEMONSTRATED. IT	ENING VIELDED A RAW SCORE OF 9. THE RAW SCORE OF THE BCSS INDICATES THE TOTAL NUMBER OF 9) MINUS THE NUMBER OF ERRORS DEMONSTRATED BY THE CHILD. THE HIGHER THE RAW SCORE, THE FEWER IS IMPORTANT TO TAKE INTO CONSIDERATION BCSS DESCRIBES SKILL LEVEL INDEPENDENT OF IRE, ERRORS MAY BE DEVELOPMENTALLY APPROPRIATE.	
EMERGING, OR IF THE STUDENT HA	5 RESPONSES AND DESCRIBES IF A STUDENT HAS LIKELY ACHIEVED THE CONCEPT TYPE, IF THE CONCEPT TYPE IS 5 LIKELY NOT ACHIEVED THE CONCEPT TYPE. IN ADDITION, THE BCCSS WILL ANALYZE A STUDENT'S RESPONSES LIKELY ACHIEVED, EMERGING, OR NOT ACHIEVED BY AGE OF ACQUISITION.	
Results obtained on this session	IN ARE PRESENTED AND EXPLAINED BELOW.	

Image 1.11

HEADER

The information within the header includes the child's name and age, total number of correct answers, total number of questions attempted and not attempted, and the total percent accuracy.

BODY

The body of the report provides a narrative explaining the child's raw score and a breakdown of the results. Including a list of the concepts answered correctly, incorrectly, and not attempted. The body of the report also includes a table giving a breakdown of results by concept type as well as by

Basic Concepts Skills Screener

age of mastery. Finally, a graph is displayed to show a visual image of the results at a glance (image 1.12, 1.13).

BACK BASIC	CONCEPTS SKILLS SC	REENER SHARE
Name: Mary Total Correct: 30 Total Attempted: 42	Age: 0 Total Percent Accuracy: 71% Total Not Tested: 37	
A. Comparative Comparative concepts indicate whethe biggest; same, different; and textures.	R A STUDENT UNDERSTANDS COMPARATIVE A	AND SUPERLATIVE ADJECTIVES SUCH AS BIG, BIGGER,
Comparative	11/15 or 73%	Emerging
B. QUANTITATIVE QUANTITATIVE CONCEPTS INDICATE WHETHE MORE).	R A STUDENT UNDERSTANDS QUANTITY AND	CONCEPTS OF MEASUREMENT (EQUAL, FEW,
Quantitative	6/8 or 75%	Emerging
C. Spatial Spatial concepts indicate whether a st directions such as row and skip.	UDENT IS ABLE TO RECOGNIZE LOCATION, PR	EPOSITIONS SUCH AS ON OR IN, AND SPATIAL
Spatial	10/16 or 62%	Emerging
LEGEND: ACHIEVED	Emerging Not Ach	IEVED NOT TESTED

Image 1.12



Image 1.13

SHARING RESULTS

E-MAILING RESULTS

Speech-language pathologists and other professionals can e-mail the results of the assessment immediately after the assessment. In order to email the results, click on the "share" button and a pop-up screen will display with options for sharing results by email (image 1.14).

ame: Mary	Age: 0	E-mail
DTAL CORRECT: 30 DTAL ATTEMPTED: 42	Total Percent Accuracy: 71% Total Not Tested: 37	Print
		Open in
ls Screener (BCSS) is an indiv ow-up screening of basic cont	screened on 7/5/13 utilizing the Basic Concepts Skills S idually administered qualitative clinical tool for screenin cepts in English speaking children. The BCSS can be used w ne if a child has appropriate basic concepts needed for aca	
NCEPTS TARGETED (MAXIMUM 79) RORS WERE DEMONSTRATED. IT IS IN	VIELDED A RAW SCORE OF 30. THE RAW SCORE OF THE BCSS IND MINUS THE NUMBER OF ERRORS DEMONSTRATED BY THE CHILD. THI APORTANT TO TAKE INTO CONSIDERATION BCSS DESCRIBES SKILL LI ERRORS MAY BE DEVELOPMENTALLY APPROPRIATE.	E HIGHER THE RAW SCORE, THE FEWER
ERGING, OR IF THE STUDENT HAS LIK	SPONSES AND DESCRIBES IF A STUDENT HAS LIKELY ACHIEVED THE CONCEPT TYPE. IN ADDITION, THE BCSS WELLY ACHIEVED, EMERGING, OR NOT ACHIEVED BY AGE OF ACQUISITIC	/ILL ANALYZE A STUDENT'S RESPONSES
D DETERMINE IF THE CONCEPT IS LIK		



Professionals can e-mail the results to themselves, parents, or other professionals in order to save the information for their records. The e-mailed report comes as a PDF file and displays exactly as on the report screen.

PRINTING

To print the report, users must own a printer with air printing capabilities.

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EXPORTING TO THE THERAPY REPORT CENTER

The Therapy Report Center (TRC) is a free app by Smarty Ears. TRC is designed to keep students data from all Smarty Ears apps in one easy-to-access location. Using TRC allows the busy professional to have data for all goals in one location for ease in writing progress reports.

The BCSS will export results into TRC for those students who have profiles. Simply tap on the "share" button and select Open in TRC (image 1.15).

NAME: MARY	Age: 0	E-mail
Total Correct: 30 Total Attempted: 42	TOTAL PERCENT ACCURACY: 71% TOTAL NOT TESTED: 37	Print
		Open in
	SCREENED ON 7/5/13 UTILIZING THE BASIC CONCEPTS SHUS	Open in TRC
	NE IF A CHILD HAS APPROPRIATE BASIC CONCEPTS NEEDED FOR A	
23 W		
CONCEPTS TARGETED (MAXIMUM 79)	vielded a raw score of 30. The raw score of the BCSS is	NDICATES THE TOTAL NUMBER OF THE HIGHER THE RAW SCORE, THE FEWE
CONCEPTS TARGETED (MAXIMUM 79) ERRORS WERE DEMONSTRATED. IT IS II	velded a raw score of 30. The raw score of the BCSS is menus the number of errors demonstrated by the child. " aportant to take into consideration BCSS describes skiu	NDICATES THE TOTAL NUMBER OF THE HIGHER THE RAW SCORE, THE FEWE
concepts targeted (maximum 79) errors were demonstrated. It is i	vielded a raw score of 30. The raw score of the BCSS is	NDICATES THE TOTAL NUMBER OF THE HIGHER THE RAW SCORE, THE FEWE
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Image 1.15

A pop-up window will display requesting further information (image 1.16). Select Therapy Center and follow the instructions.

Name: Mary	Age: 0	Open In
Fotal Correct: 30	TOTAL PERCENT ACCURACY: 71	Therapy Center
TOTAL ATTEMPTED: 42	TOTAL NOT TEST	Evernote
MARY 'S BASIC CONCEPT SKILLS WERE	SCREENED ON 7/5/13 UTILIZING THE BASIC CONCEP	
Skills Screener (BCSS) is an indi	VIDUALLY ADMINISTERED QUALITATIVE CLINICAL TOOL FO	DR SCREE
	ICEPTS IN ENGLISH SPEAKING CHILDREN. THE BCSS CA IINE IF A CHILD HAS APPROPRIATE BASIC CONCEPTS NEEL	AN BE US
	VIELDED A RAW SCORE OF 30. THE RAW SCORE OF TH	
CONCEPTS TARGETED (MAXIMUM 79)	MINUS THE NUMBER OF ERRORS DEMONSTRATED BY TH	HE CHILD. THE HIGHER THE RAW SCORE, THE FEWER
concepts targeted (maximum 79) errors were demonstrated. It is i		HE CHILD. THE HIGHER THE RAW SCORE, THE FEWER
concepts targeted (maximum 79) errors were demonstrated. It is i	MINUS THE NUMBER OF ERRORS DEMONSTRATED BY THE NUMBER OF ERRORS DEMONSTRATED BY THE MODIFICATION BCSS DESC	HE CHILD. THE HIGHER THE RAW SCORE, THE FEWER
CONCEPTS TARGETED (MAXIMUM 79) IRRORS WERE DEMONSTRATED. IT IS I DEVELOPMENTAL NORMS; THEREFORE	MINUS THE NUMBER OF ERRORS DEMONSTRATED BY THE NUMBER OF ERRORS DEMONSTRATED BY THE MODIFICATION BCSS DESC	HE CHILD, THE HIGHER THE RAW SCORE, THE FEWER RIBES SKILL LEVEL INDEPENDENT OF
CONCEPTS TARGETED (MAXIMUM 79) IRRORS WERE DEMONSTRATED. IT IS I DEVELOPMENTAL NORMS; THEREFORE FHE BCSS ANALYZES A STUDENT'S R IMERCING, OR IF THE STUDENT HAS LI	MIRUS THE NUMBER OF ERRORS DEMONSTRATED BY TH MEORTANT TO TAKE INTO CONSIDERATION BECSS DESC , ERRORS MAY BE DEVELOPMENTALLY APPROPRIATE. ESPONSES AND DESCRIBES IF A STUDENT HAS LIKELY AC KELV NOT ACHEVED THE CONCEPT TYPE. IN ADDITION,	HE CHILD. THE HIGHER THE RAW SCORE, THE FEWER RIBES SHILL LEVEL INDEPENDENT OF HEVED THE CONCEPT TYPE, IF THE CONCEPT TYPE IT THE BCSS WILL ANALYZE A STUDENT'S RESPONSES
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CONCEPTS TARGETED (MAXIMUM 79) NRIDOR WIRE DEMONSTRATED. IT IS I REVELOPMENTAL NORMS, THEREFORE EVELOPMENTAL NORMS, THEREFORE THE BCSS ANALYZES A STUDENT'AS L MARCING, OR IF THE STUDENT HAS L UND DETERMINE IF THE CONCEPT IS LI	MIRUS THE NUMBER OF ERRORS DEMONSTRATED BY TH MEORTANT TO TAKE INTO CONSIDERATION BECSS DESC , ERRORS MAY BE DEVELOPMENTALLY APPROPRIATE. ESPONSES AND DESCRIBES IF A STUDENT HAS LIKELY AC KELV NOT ACHEVED THE CONCEPT TYPE. IN ADDITION,	HE CHILD. THE HIGHER THE RAW SCORE, THE FEWER RIBES SHILL LEVEL INDEPENDENT OF HEVED THE CONCEPT TYPE, IF THE CONCEPT TYPE IT THE BCSS WILL ANALYZE A STUDENT'S RESPONSES

Image 1.16

Basic Concepts Skills Screener

FREQUENTLY ASKED QUESTIONS

1. I cannot hear any sound on this application.

The iPad has a volume button that allows the user to turn the volume of the app up and down as well as a mute button. Make sure you check both buttons.

ABOUT THE AUTHORS

MARY HUSTON, MS, CCC-SLP

Mary Huston, MS, CCC-SLP is a school based SLP with James River Multidistrict Special Education Cooperative based in North Dakota. Mary has been using technology in therapy for years and has presented on the use of iPads in speech-language therapy for multiple organizations including the ND Council for Exceptional Children, and the New Mexico Speech Hearing Association.

Recognizing a need for specific apps to use in schools, Mary worked with Smarty Ears applications and authored the iPad apps *Phono Learning Center* and *Categories Learning Center*. In addition to co-authoring the BCSS, she co-authored the iPad app *SLP Goal Bank*, and currently has other apps in production. Mary is an active user of social media and collaborates with SLPs internationally on a variety of subjects via twitter (@mtmarySLP) and on her website at <u>www.speechadventures.com</u>. In addition to her own app work, Mary is on the Smarty Ears advisory board and routinely consults with CEO and Founder Barbara Fernandes.

DARLENE NETHING, MS, CCC-SLP

Darlene Nething earned her BS degree in Communication disorders from Moorhead State University (Moorhead, MN) in 1980 and her MS degree from the University of North Dakota (Grand Forks, ND) in 1993. She earned her certification in Autism Spectrum Disorders from the University of North Dakota in 2005. She has served school districts in North Dakota and Wyoming.

Currently, she is an SLP Coordinator for the James River Special Education Unit in Jamestown, North Dakota. The Unit serves ten school districts in central North Dakota. Her responsibilities include: recruiting new SLPs, mentoring current SLPs, supervising an SLP-A, monitoring IEP paperwork, providing in-service/training to all staff and assistive technology. In addition, she continues to serve a full caseload at an elementary school in Jamestown.

She has participated on two committees with the North Dakota Department of Public Instruction. The first was State Personnel Development which focused on personnel needs across the state and how best to foster growth. The second was the NDSLP Public School Guidelines which focused on a total revision of the State's document. This included training SLPs across the state in the use of the new document.

In the Spring of 2011, she was chosen to participate in the ASHA Leadership Development Program. This program began on July 7, 2011 in Washington, DC. It was a rewarding growth experience with SLPs from across the nation. She graduated from this program on June 26, 2012.

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APPENDIX A

Concepts by Age of Acquisition

For scoring purposes, the following ages of acquisition were used:

Age 3: Above, Big, down, little, off, on, over, short, tall, top, under, up, whole

Age 4: All, away, behind, below, between, bottom, center, different, empty, front, happy, high, match, none, sad, smooth, soft

Age 5: always, beginning, cold, dark, end, every, few, first, hard, heavy, hot, last, light, long, most, never, next, old, pair, part, rough, row, side, some, starting, thick, thin, third, through, widest, young

Age 6: Alike, corner, equal, farthest, fewest, full, half, least, left, loud, low, medium, quiet, right, second, separated, skip

Concepts by Category

Comparative: big, little, short, tall, happy, match, sad, smooth, soft, cold, dark, hard, heavy, hot, light, long, rough, thick, thin, widest, loud, medium, quiet.

Quantitative: whole, all, different, empty, none, always, every, few, most, never, pair, part, some, alike, equal, fewest, full, half

Spatial: least, above, down, off, on, over, top, under, up, away, behind, below, between, bottom, center, front, high, row, side, through, corner, farthest, left, low, right, separated, skip

Temporal: beginning, end, first, last, next, old, starting, third, young, second

It should be noted there is a wide range of acceptable age ranges for mastering basic concepts. The ranges used for BCSS are based on a median of resources available. In addition, for some children, certain types of concepts may be mastered before others. For instance, a child may successfully answer spatial concepts through age six and yet struggle with early temporal concepts.