

Upcoming Webinar: ***Assessment of Social and Emotional Development in the Context of Relationships***

What special considerations are there when assessing the social and emotional development of young children compared to other skills? When is it appropriate to use a comprehensive tool versus a social and emotional assessment? These questions will be discussed on a Webinar presented by the National Center for Systemic Improvement (NCSI) and the Early Childhood Technical Assistance Center (ECTA) on **Wednesday, July 15<sup>th</sup>, from 11:00 a.m. - 12:15 p.m. PST/2:00 -3:15 p.m. EST**. Emotional well-being and social competence are the foundation of human development yet difficulties in this area are often not identified during initial evaluations and assessments of young children. Many states have identified improving their assessment of social and emotional skills as one of the coherent improvement strategies in their State Systemic Improvement Plans (SSIPs).

Identifying delays in this domain requires specific ways of thinking about assessment and use of tools specific to the social and emotional domain. *Dr. Jane Squires* and *Dr. Molly Witten* will discuss the importance of considering a child's social and emotional well-being in the context of the relationships around the child. They will discuss the different purposes of different types of tools including contrasting the differences between comprehensive evaluation tools and those specific to the social and emotional domain. Specific examples of social and emotional assessment tools will be highlighted. Participants will have an opportunity to ask questions and discuss social and emotional development assessment throughout the Webinar.

**Presenters:**

**Jane Squires, Ph.D.**, Professor, Early Intervention/Special Education; Director, Early Intervention Program; and Director, University Center for Excellence in Developmental Disabilities/Center on Human Development, College of Education University of Oregon, Eugene, Oregon.

Dr. Squires is a professor of special education, focusing on the field of early intervention/early childhood special education. She oversees research and outreach projects in the areas of developmental screening, implementation of screening systems, early identification of developmental delays, and the involvement of parents in monitoring of their young children's development. She is an author of the *Ages & Stages Questionnaires®*, *Third Edition*, *Ages & Stages Questionnaires®: Social-Emotional, Second Edition*, and the *Social-Emotional Assessment/Evaluation Measure (SEAM™)*, and has authored or co-authored more than 90 books, chapters, assessments, videotapes, and articles on developmental screening and early childhood disabilities. Dr. Squires currently

teaches doctoral level courses in early intervention/special education and conducts research on comprehensive early identification and referral systems for preschool children.

**Molly Witten, Ph.D.**, Faculty Member of the Chicago Institute of Psychoanalysis; Adjunct Faculty, Erikson Institute; Director of the Parent Child Workshops.

Dr. Witten is a founding faculty member of the Interdisciplinary Council on Development and Learning, which is the home of Dr. Greenspan's DIR, and DIR-Floortime. She has extensively taught about developmentally focused, individual-differences informed, relationship-based (DIR) and DIR-Floortime intervention for infants and young children. Her developmentally based relationship focused work has led her to publish in the areas of development of inter-subjectively relational capacities in the first six months of life, diagnosis of mental health and developmental issues during infancy, treatment of depression in infancy, evaluation of attachment in foster children, developmentally appropriate psychotherapy for children under three (DIR-focused), treatment for autism spectrum disorders, child maltreatment, family therapy, trauma and developmental processes, and development of mind beyond attachment theory. She has co-authored several chapters, teaches in the psychoanalytic education program at the Chicago Institute for Psychoanalysis, and supervises mental health clinicians. Having grown up in Arizona, she has lived in Chicago, Illinois for the last 27 years.