Course Syllabus
Assessment III: Early Childhood
Fall 2014

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Course Credit: 3 semester hours

Course Description:

Covers psychological services for infants and toddlers. Includes law, typical and atypical development, multicultural issues, and intervention services. Provides practice in assessment, with an emphasis on nontraditional methods.

Course Content:

1. Overview of IDEIA Part C and state regulations related to serving young children who have or who are at risk for developmental disabilities.
2. Overview of typical and atypical development of young children.
3. Family issues related to having a child with a disability.
4. Family-centered services and consultation with parents/professionals.
5. Multicultural issues with regard to development and family-centered services.
6. Models of service delivery for infants/toddlers with regard to special education/related services.
7. Assessment of young children and their families, including normative and non-traditional methods.

Course Objectives:

1. Students will demonstrate knowledge about the legal foundations for provision of services to very young children and their families.
2. Students will understand how psychological service delivery in the infant/toddler population differs from that provided to school-age children.
3. Students will understand early childhood development and apply it to developmental disabilities.
4. Students will understand best practices in providing psychological services to infants/toddlers and their families, including consultation services and family-centered services.
5. Students will demonstrate skills in assessing infants/toddlers and their families.
6. Students will understand the role other professions in the provision of services to infants/toddlers.
7. Students will demonstrate knowledge about working with children and families from diverse backgrounds.
Required Texts:


Other required readings and materials will be available on Blackboard after the start of the course.

Course Requirements:

1. A final examination covering course content will be given. The format of the questions will be multiple choice, and the exam will cover information presented in class (including student presentations) and in readings. The exam will be open book/notes, will be administered via Blackboard, and will be due on October 24.
2. Students will be required to prepare a presentation on an area of infant/toddler development. A rubric for presentation content will be given to students. Presentations will be no more than 30 minutes in length. Material from presentations may be included in the final exam.
3. Students will be required to complete two assessment batteries and write two psychological reports. The first report will be due on October 10, and the second on November 1. More information about the reports will follow.
4. Students will be asked to complete various readings for in-class activities and assignments. Grades for these readings/assignments will be included in class participation points.
5. Class attendance is required. For each unexcused absence, the student's course grade will be dropped one letter grade. Absences must be excused prior to the class to be missed in order for the absence to be excused. Three or more tardies (or early departures) will be counted as one unexcused absence.

NOTE: Students are welcome to take notes on a laptop. However, if computers are used for purposes unrelated to class (e.g., surfing the internet, instant messaging), they will be disallowed.

Evaluation:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Final Exam</td>
<td>100 pts.</td>
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<tr>
<td>Report #1</td>
<td>100 pts.</td>
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<tr>
<td>Report #2</td>
<td>100 pts.</td>
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<tr>
<td>Presentation</td>
<td>50 pts.</td>
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<tr>
<td>Class Participation</td>
<td>5 pts.</td>
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A = 334.8 to 360 (93% to 100%)
A- = 324 to 334.7 (90% to 92%)
B+ = 313.2 to 323.9 (87% to 89%)
B = 298.8 to 313.1 (83% to 86%)
B- = 288 to 298.7 (80% to 82%)
C+ = 277.2 to 287.9 (77% to 79%)
C = 262.8 to 277.1 (73% to 76%)
C- = 252 to 262.7 (70% to 72%)
D+ = 212.2 to 251.9 (67% to 69%)
D = 226.8 to 241.1 (63% to 66%)
D- = 216 to 226.7 (60% to 62%)
F = Less than 216 (Below 60%)

**Academic Conduct**: Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the University.

**Professional Conduct**: Students are expected to adhere to the appropriate code of ethics for their particular program. Any behavior which is deemed unethical will be grounds for dismissal from the program.

**Diversity Statement**: The College of Education and Behavioral Sciences (CEBS) is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach her or his own potential. In pursuit of its goal of academic excellence, CEBS seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. CEBS prohibits discrimination against any member of the College’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, political affiliation or veteran status.

Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity (http://www.unco.edu/cebs/diversity).

**Accommodations Statement**: Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services (970) 351-2289 (Voice, TTY) as soon as possible to ensure that accommodations are implemented in a timely fashion.

**Plagiarism Policy**: Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting of a substantial or essential portion thereof (This is the UNC definition). With regard to written work, statements that paraphrase or summarize the work of another, along with other information that is not considered common knowledge, must be properly cited in the text of a document, and the
source included in the reference list at the end. If a direct quotation, the citation in the
text must include the exact page numbers from the original source. The original source
must also be listed at the end of work. Quotation marks or a proper form of indentation
shall be used to indicate all direct quotes. All referencing is done, of course, according to
APA Style. Regarding class projects, you are not to use as the bulk of your presentation
the completed works of faculty members, imported documents from other authors, or
works from websites, or any other body of work in which you are not the author. Of
course, with proper referencing, you can import portions of such works and websites to
enhance and illustrate your presentation, and you can provide references to these other
works for students who have an interest in pursuing a topic further. Students who have
engaged in the act of plagiarism will be given in an “F” in that course. The matter will
then be taken up by the School’s Review and Retention Committee. The decision of the
Committee with regard to plagiarism includes the possibility that the student be dismissed
from his or her respective program and from UNC.
Course Calendar (Subject to Change)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>September 12</td>
<td>Introduction; Legal Issues; Development; Models of Assessment</td>
<td>* None</td>
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<tr>
<td>September 13</td>
<td>Norm-Referenced tests; Report Writing; Routines-Based Interview</td>
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<tr>
<td>October 10</td>
<td>Norm-Referenced tests (cont.); Curriculum-Based Instruments</td>
<td>* Case Study #1</td>
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<td>October 11</td>
<td>Parent-Child Interactions; Family-Centered Services</td>
<td>* Presentations</td>
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<td>October 17</td>
<td>TPBA</td>
<td>* Presentations</td>
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<td>October 18</td>
<td>Cultural Issues; Early Intervention</td>
<td>* Presentations</td>
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<tr>
<td>November 1</td>
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<td>* Final exam due</td>
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Case Studies
APCE 648

**Case #1**
- RBI
- Observations
- Bayley Scales of Infant Development - III
- Temperament and Atypical Behavior Scale
- Parenting Stress Index
- Vineland
- Denver-II

**Case #2**
- RBI
- Observations
- Mullen Assessment, Evaluation and Programming System OR Carolina Curriculum
- Developmental Observation Checklist System
- Temperament and Atypical Behavior Scale
- Parenting Stress Index
- Linder's P-C Interactions
Each student will be required to make a presentation of no longer than 30 minutes on a topic related to early childhood development (birth to 36 months). Studying development in conjunction with early childhood assessment is important for a number of reasons. First, we obviously need to have an understanding of what is developmentally “typical” in order for us to determine if a child is experiencing developmental delays. Second, although our role on an early childhood team would likely include assessing cognitive and social-emotional development, all domains of developmental functioning interact. It is impossible to completely understand a child’s cognitive and social-emotional development without also understanding the bi-directional impact of those domains on others (e.g., motor, language). Third, early childhood practice strongly emphasizes concepts of teaming. For school psychologists to function as integral members of early childhood teams, we need to be at least somewhat knowledge about the work of other team members.

For this project, students will choose an area of development to study and present to the class. This presentation should be more than a “run-down” of developmental milestones. Milestones are important to discuss, but they are not all that is necessary. Please use the questions below to guide your study in this area (these do not have to be addressed in any particular order, but should all be covered in the presentation):

- What are the predominant theories about how development in the area progresses?
- What skills do we expect to see at what ages? (this is the milestone part of the presentation)
- What does atypical development in this area look like? How would we know if there’s a problem with development in the domain?
- What types of disabilities/medical conditions are associated with delays in the domain? What are some known causes of problems with development in this area?
- How does developmental delay in the area impact development in other domains or areas of functioning?
- What pieces of information about this domain are most important for school psychologists working on early childhood to know? What terms should we know?
- What cultural issues are involved in the relative importance placed on this area of development and expectations for development in the area?

Please also include a case presentation, or include some other method of illustrating the concepts you addressed above. Thirty minutes is certainly not long enough to cover the domain in depth, so you will have to decide what the most critical material to cover is.

Some topics from which you might choose include, but are not limited to, the development of:
You already have several resources at your disposal for some of the background work for your presentation (e.g., the Linder text, the Howard et al. text, material in your handout packet). However, your presentations should not be based on these resources alone. In addition to some resources you can borrow from me, you also can find good information in the library and on the internet (but check the credibility of the sites) and in the library. One source of developmental information on the internet is www.talaris.org.
Reading List PPSY 676
Fall 2008

Prior to Weekend 1


- **Chapter 5** – Development and Risk During Prenatal, Natal, & Postnatal Stages
- **Chapter 9** - Discretionary Programs for Infants and Toddlers with Special Needs
- **Chapter 10** – Mandated Services for Young Children

From the Readings Packet:


Prior to the Second Weekend


- **Chapter 2** – Relationship-Based Teaming with Families

Students will also be assigned to read one of the following chapters:


- **Chapter 6** - Conditions Affecting the Neurological Function
- **Chapter 7** - Inborn Variations of Development
- **Chapter 8** - Sensory Impairments and Infections

From the Readings Packet:


CMI Case Study – A Balancing Act


**Prior to the Third Weekend**

From the Readings Packet:


