

SYLLABUS

HD CD 6315-001 - ASSESSMENT THEORY

Spring 2016

Fridays 10:00am-12:45pm, GR 4.301

Professor	Ana-Maria Mata-Otero, Ph.D.
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Office Hours	TBD

GENERAL COURSE INFORMATION

Pre-requisites HD CD 6319; See advising office for registration

Course Description This is the first of a two-semester course in the study of developmental assessment from birth through age five years. Assessment will be addressed from an integrated developmental model that is complex, transactional, contextual, multifaceted, and centered in the family. The latest developments in the field of infant/toddler/young child assessment will be presented. Although specific assessment tools/techniques and traditional psychometrics will be studied, the emphasis will be upon behavioral observation and assessment, identification of child and family strengths, resources, as well as needs, differential diagnosis, and assessment for intervention planning. Many of the competencies identified for the Early Intervention Specialist certification process by the state agency for Early Childhood Intervention will be addressed.

- Learning Outcomes**
1. Know basic measurement concepts, including types of tests, statistical concepts as these apply to the understanding and interpretation of standardized tests, as well as technical characteristics such as standardization, validity and reliability.
 2. Know and use a variety of informal assessment techniques such as observation in natural environments. Understand the construction of published observation protocols, uses and limitations. Incorporate data from observation into the integrated summary and IFSP.
 3. **Referral and Eligibility**
 - a. Know the purposes, importance, and limitations of early identification, referral, and screening.
 - b. Recognize socioeconomic, cultural, and linguistic factors in the child's family background, which may influence early identification, referral, screening, and assessment.
 - c. Explain to families screening procedures and their role in screening.
 - d. Know and administer appropriate screening procedures and instruments.
 - e. Know the three categories of state eligibility requirements and when to refer for further evaluation.
 - f. Know how to administer evaluation instruments used to determine eligibility under the category of developmental delay or atypical development and how to interpret results.
 4. **Assessment and IFSP Development**
 - a. Recognize that existing developmental scales and procedures may be linguistically, culturally, and socioeconomically biased.
 - b. Recognize developmental scales and procedures that are linguistically, culturally, socioeconomically, and psychometrically sound for a child and family.
 - c. Conduct an interview to obtain a developmental history that is sensitive to the family's background.
 - d. Know and use a variety of techniques to relate to infants and toddlers.
 - e. Know ECI requirements for procedural safeguards for assessment.

- f. Administer, score, and interpret a variety of screening and developmental scales and procedures, including but not limited to the following: Ages and Stages Questionnaires - 3 (ASQ-3); Ages and Stages Questionnaires – Social-Emotional (ASQ-SE); Denver Developmental Screening Test-II (DDST-II); Bayley Scales of Infant Development-III (BSID-III); Battelle Developmental Inventory-2nd edition (BDI-2).
- g. Communicate developmental assessment results clearly and concisely to family and other team members, orally and in written reports.
- h. Prepare family members to take part in the assessment process.
- i. Integrate into assessment reports information identified by the family about their child's functioning, strengths, needs and their desired outcomes for their child.
- j. Help identify and support family strengths, coping strategies, resources and needs.
- k. Work in partnership with the family to describe their daily routines and tasks and how the infant or toddler fits into these ongoing and recurring patterns.
- l. Respect families' insights into their own situations and into their children's behavior and development
- m. Develop partnerships with families by interacting with them in ways that are sensitive to their needs and backgrounds.
- n. Participate in the evaluation/assessment process by: 1) preparing families as team members in the assessment process; 2) using informal observations and procedures in assessment process, capturing the child's authentic behaviors in routine circumstances; 3) administering, scoring and interpreting valid and reliable developmental scales and using the results to summarize functional levels, strengths and needs of each infant/toddler; 4) communicating developmental assessment results clearly and concisely to families and other team members; 5) assisting families in beginning the process of identifying their concerns, priorities and resources related to enhancing their child's development.
- o. Become familiar with other professional disciplines, their assessment techniques, approaches, and the information obtained from these approaches.
- p. Be familiar with tests and techniques for assessing children with visual, auditory, physical, behavioral, and communication difficulties.

Texts & Materials

Required:

- Meisels, S. J., & Fenichel, E. (1996). *New Visions for the Developmental Assessment of Infants and Young Children*. Zero to Three.
- Lichtenberger, E. O., Mather, N., Kaufman, N. L., & Kaufman, A. S. (2004). *Essentials of assessment report writing*. Wiley.
- Accardo, P. J., Whitman, B. Y., Behr, S. K., Farrell, A., Magenis, E., & Morrow-Gorton, J. (2003). *Dictionary of developmental disabilities terminology*. (3rd Ed.). Brookes.

Recommended:

- Bagnato, S., Neisworth, J., & Pretti-Fontczak, K. (2010). *LINKing authentic assessment for early childhood intervention: Best measures for best practice* (2nd Ed.). Brookes Publishing.

Fieldwork Requirements

Students must:

1. Provide their own transportation to get to the visits.
2. Pass a criminal background check.
3. Submit a copy of up to date immunizations records, and a negative TB test performed within the past 12 months.
4. Purchase liability insurance from UTD's Marketplace: (https://ezpay.utdallas.edu/C20239_ustores/web/store_main.jsp?STOREID=118)
5. Wear name tags during every visit. Name tags can be purchased at Staples, Office Max, or Office Depot and should preferably have rounded corners, magnetic backs and clearly display the student's name and degree (1st line), UTD Graduate Student Intern (2nd line), and our program name (3rd line). See example below:

Jane Smith, B.A.
UTD Graduate Student Intern
Early Childhood Disorders

Readings		Assignments due
Jan 15	SYLLABUS OVERVIEW, INTRODUCTION TO SCREENING AND ASSESSMENT	
Jan 22	FAMILY-FOCUSED INTERVIEWS	
	<u>New Visions</u> Ch. 6 : History-Making, Not History-Taking	1. Find a Target Family 2. Immunization records 3. Criminal background form
Jan 29	WRITING ASSESSMENT REPORTS	
	<u>Essentials</u> Ch. 1: Introduction and Overview Ch. 2: Technical Aspects of Writing Ch. 3: Background Information Ch. 4 : Behavioral Observations	1. Bring Interview Questions
Feb 05	AGES AND STAGES QUESTIONNAIRES (ASQ-3 & ASQ-SE2)	
	<u>New Visions</u> Ch. 1: Toward a new Vision of Developmental Assessment Ch. 2: Charting the Continuum of Assessment	1. Writing lab for Interview
	<u>Essentials</u> Ch. 9: Special Issues in Report Writing (Ethical Standards in Assessment, p.203-210)	
Feb 12	DENVER DEVELOPMENTAL SCREENING TEST II (DDST-II)	
	<u>New Visions</u> Ch. 3: Toward Shared Commitment and Shared Responsibility	1. Family Story Interview (consent form, video, critique, script, and report)
Feb 19	BAYLEY INFANT NEURODEVELOPMENTAL SCREENER (BINS), PSYCHOMETRICS	
	<u>New Visions</u> Ch. 4 : Achieving Change in Assessment Practices Ch. 5: Thoughts on the Assessment of Young Children	1. ASQs (video, kit checklist, self-assessment form, critique, and protocols)
Feb 26	BAYLEY SCALES OF INFANT DEVELOPMENT SCREENING TEST (BSID-ST)	
	TBD	1. Writing lab for Denver
Mar 04	BAYLEY SCALES OF INFANT DEVELOPMENT III (BSID-III)	
	<u>Essentials</u> Ch. 5: Test Results and Interpretation Ch. 6: Summary	1. Denver (video, kit checklist, self-assessment form, critique, protocol, and report)
Mar 11	BAYLEY LAB	
		1. Bring BSID Intro
Mar 18	SPRING BREAK	
Mar 25	BATELLE DEVELOPMENTAL INVENTORY 2 (BDI 2)	
Apr 01	FEDERAL LEGISLATION, ENGAGING CAREGIVERS	
	TBD	1. BSID III (video, kit checklist, self-assessment form, critique, protocol, and report)
Apr 08	BEYOND TEST RESULTS: OBSERVING CHILDREN, DEVELOPMENTAL RECOMMENDATIONS, REFERRALS	
	<u>New Visions</u> Ch. 11: Non-Structured Play Observations	
	<u>Essentials</u> Ch. 8: Recommendations	

Readings	Assignments due	
Apr 15	MULLEN SCALES OF EARLY LEARNING (MSEL)	1. BDI 2 (video, kit checklist, self-assessment form, critique, protocol, and report)
Apr 22	CCF LECTURE SERIES, CHILD PRESENTATIONS	1. Presentation of Target Child 2. Bring Portfolio
Apr 29	EXAM	1. Turn in Portfolio

Screenings/Assessments Timeline														
Jan 22	Jan 29	Feb 5	Feb 12	Feb 19	Feb 26	Mar 4	Mar 11	Mar 18	Mar 25	Apr 1	Apr 8	Apr 15	Apr 22	Apr 29
INTERVIEW								SPRING BREAK						
Lecture	Writing lab		Due											
	ASQ 3 & SE													
		Lecture			Due									
		DDST II												
		Lecture	Writing lab		Due									
						BSID III								
						Lecture				Due				
									BDI 2					
									Lecture			Due		
													PRESEN- TATIONS	EXAM

COURSE POLICIES

Grading Criteria	Participation in class and regular attendance are REQUIRED in order to receive an "A" in this course.			
A	93-100	B-	80-82	
A-	90-92	C+	77-79	
B+	87-89	C	70-76	
B	83-86			
Points per Assignment	Family Story Interview	10	Exam	15
	ASQ-3	5	BSID	20
	Denver	10	BDI	20
	Presentation of Target Child	10	Quizzes	10
Make-up Exams	No make-up tests or quizzes will be given without prior approval. If a student is a "no show" at the time of the class, the student will automatically earn a zero.			

Late Work	<p>Because of the number of assignments and the importance of understanding one assessment before moving on to the next, it is imperative that work be turned in on time. All assignments are due at the beginning of the class period. Assignments are due on the dates specified in the above schedule.</p> <p>*** ASSIGNMENTS SUBMITTED LATER THAN THE DUE DATE WILL RECEIVE AN AUTOMATIC 5% REDUCTION IN GRADE FOR EVERY DAY THAT THEY ARE LATE.</p> <p>Assignments will not be accepted after 5 days unless there is a true emergency and it has been discussed with the instructor prior to due dates. Incomplete assignments will also be assessed penalty points.</p>
Special Assignments	<p>All written material submitted should be typed and formatted according to the specifications given by the instructor. Special attention must be given to: 1) grammar, punctuation, spelling; 2) sentence and paragraph structure; 3) tense and parallel usage; and 4) organization, neatness and content knowledge.</p> <p>***YOU MUST KEEP EXTRA COPIES OF ALL ASSIGNMENTS FOR YOUR RECORDS <u>BEFORE</u> THEY ARE TURNED IN TO THE INSTRUCTOR.</p>
Class Attendance	<p>Due to the nature of the materials presented in this class, regular class attendance is required and absences should be cleared IN ADVANCE, VIA E-MAIL with the instructor. Absences will only be excused for a serious illness or family emergency. It is the student's responsibility to access all information presented during the missed class session from other students in the class and arrange for assignments to be turned in on time. The instructor is not responsible for ensuring the student has the missed materials.</p>
Classroom Citizenship	<p>Please arrive on time to class. Do not disturb others by engaging in disruptive behavior. Disruption interferes with the learning environment and impairs the ability of class members to focus, participate, and engage. Cell phones should be muted prior to entering the classroom. No talking on cell phones, text messaging, emailing, or surfing the web during class. Wait until after class to return any calls received. If you receive an emergency call, you must leave the room before answering.</p> <p>Email communication should be courteous and respectful in manner and tone. Do not send emails that are curt or demanding. You are expected to write as you would in any professional correspondence. Although I will make every effort to reply to your emails in a timely manner, do not expect an immediate response (normally, a response will be sent within two business days). If your email question is sent at the last minute it may not be possible to send you a response before an assignment is due.</p>
Off Campus Course Activities	<p>Students are required to conduct in home assessments of their target child. Students must provide their own transportation. A name tag must be purchased at the student's expense and worn when conducting these visits.</p>
Comet Creed	<p><i>This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:</i></p> <p><i>"As a Comet, I pledge honesty, integrity, and service in all that I do."</i></p>

UT DALLAS POLICIES AND PROCEDURES

Academic Integrity	<p>The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.</p> <p><i>Scholastic Dishonesty:</i> Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, submitting for credit any work or materials that are attributable in whole or in part to another person, taking an examination for another person, or any act designed to give unfair advantage to a student or the attempt to commit such acts.</p> <p>Plagiarism, especially from the web, from portions of papers for other classes, and from any other source, is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of <i>turnitin.com</i>, which searches the web for possible plagiarism and is over 90% effective.</p>
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Copyright Notice	The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe upon the copyright owner's rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act. As a UT Dallas student, you are required to follow the institution's copyright policy (UTDPP1043). For more information about the fair use exemption, see http://copyright.lib.utexas.edu/copypol2.html
Email Use	The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's UT Dallas email address and that faculty and staff consider email from students official only if it originates from a UT Dallas student account. This allows the university to maintain a high degree of confidence in the identity of all individuals corresponding and the security of the transmitted information. UT Dallas furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at UT Dallas provides a method for students to have their UT Dallas mail forwarded to other accounts.
Writing Center	The Writing Center (CN 1.126) offers one-on-one consultations at no charge, providing help writing varied assignments or personal essays. For more information call (972) 883-6707.
Disability Services	<p>It is the policy and practice of The University of Texas at Dallas to make reasonable accommodations for students with properly documented disabilities. However, written notification from the Office of Student AccessAbility (OSA) is required. If you are eligible to receive an accommodation and would like to request it for a course, please discuss it with an OSA staff member and allow at least one week's advanced notice. Students who have questions about receiving accommodations, or those who have, or think they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact the Office of Student AccessAbility for a confidential discussion.</p> <p>OSA is located in the Student Services Building, suite 3.200. They can be reached by phone at (972) 883-2098, or by email at disabilityservice@utdallas.edu.</p>
Other UTD Policies and Procedures	Please go to http://go.utdallas.edu/syllabus-policies for policies regarding Student Grievances, Withdrawal from Classes, Incomplete Grades, Religious Holy Days, and Plagiarism.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the professor