

## ***HDCD 6315-Course Syllabus***

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### **Course Information**

#### **HDCD 6315-001**

**Assessment Theory**; Fall 2016  
Thursdays; 10:00am-12:45pm;  
GR 4.208

### **Professor Contact Information**

#### **Donna Ewing**

Office: GR 4.805; Phone: 972-883-4476  
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Office Hours: Mondays 9:00-12:00  
*Beginning Aug. 29th*

#### **Course Pre-requisite or Co-requisite**

HDCD 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, 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 may be addressed.

#### **Student Learning Objectives/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 written report.
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 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 and how to interpret results.
4. **Assessment**
  - 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: Denver Developmental Screening Test (DDST); Bayley Infant Neurodevelopment Screener (BINS); Bayley Scales of Infant Development-III Screening Test; Developmental Activities Screening Inventory-II (DASI-II); Bayley Scales of Infant Development-III (BSID-III); Battelle Developmental Inventory-2<sup>nd</sup> edition (BDI-II); Mullen Scales of Early Learning (MSEL)
  - 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 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 to participate 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) if needed, 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.

### Required Textbooks

1. New Visions for the Developmental Assessment of Infants and Young Children; Meisels, Samuel & Fenichel, Emily Eds.; Zero to Three, 1996.
2. Essentials of Assessment Report Writing; Lichtenberger, Mather, Kaufman & Kaufman; Wiley, 2004.

### Recommended:

1. LINKing authentic assessment for early childhood intervention: Best measures for best practice (2nd Ed.) Bagnato, S., Neisworth, J., & Pretti-Frontczak, K. (2010); Brookes Publishing.
2. Dictionary of developmental disabilities terminology. (3rd Ed.); Accardo, P. J., Whitman, B. Y., Behr, S. K., Farrell, A., Magenis, E., & Morrow-Gorton, J. (2003); Brookes Publishing.

### Students must adhere to the following Off-Campus Instruction and Course Activities:

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-*must be renewed each year in August*:  
[https://ezpay.utdallas.edu/C20239\\_ustores/web/store\\_main.jsp?STOREID=118](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 (1<sup>st</sup> 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**

### Assignments & Academic Calendar

*Dates, topics and due dates of assignments may change at the instructor's discretion and will be announced in class.*

**8/25:**

Orientation and requirements. Working in a two or three person team.

**9/01:**

Conducting a family-focused interview. Explaining the screening process and results to parents, obtaining consent.

**Assignments:** Due on **9-08** (put both the interview and the 10 minute free play on the same memory stick)

*As part of this first assignment, you are **required** to make an appointment with **Thomasina Hickmann** at the **UTD Writing Lab** to go over your narrative assignment with her **BEFORE** turning in the assignment on **9-08**. Call **(972) 883-6736**  
**The writing lab needs you to call them one week in advance to make the appointment.***

1. Video a family-focused interview with caregiver/s using the family story feedback form (rubric) handed out in class. Write the interview in narrative form (i.e. tell the family's story) and **submit** with rubric, script of questions used, video and critique of your performance.

2. At the same visit, video a 10 minute segment of your target child during a free play activity, preferably with mom/dad involved (depending on the child and family) and your team as secondary play partners.

Watch the video and write up what you see as objectively as possible, no need to critique this one.

The purpose of this activity is to help you be aware of observation as an important process in assessment, your role as an observer, and to give you practice videoing.

(continue-Readings on next page)

**Readings:** Interview Questions + handouts

New Visions for the Developmental Assessment of Infants and Young Children; pp. 85-122.

Essentials of Assessment Report Writing, Chap. 3, through p. 28

**9/08: Family Story Interview and Free Play due today.** Discuss Writing Lab experience.

Discuss how family-focused interview went. Watch clips of the free-play portion of the video.

**Introduction to the Ages and Stages Questionnaire (ASQ and ASQ-SE)**

**Submit: rubric (feedback sheet), video, report & self-critique of your performance. Due on 9-22.**

Goals of screening. Measurement processes of specificity and sensitivity for Screening tests

**9/15:** General Assessment requirements and considerations.

Calculating chronological age; cultural considerations; challenges for and biases of clinician when testing

**9/22:** Introduction to the *Denver Developmental Screening Test-II (DDST-II)*.

**Assignment:** Video an explanation of the purpose & process of DDST-II screening to the parent/s of your target child; screen the child using the DDST, record the results on the protocol (test record form); explain the results to the parent/s; write report of results using the format given.

**Submit rubric (feedback sheet), video, test protocol, report & written critique of your performance. Due on 9-29.**

**Readings:** New Visions for the Developmental Assessment of Infants and Young Children, Section I, pp. 11-26;

Section III, pp. 55-57 & 69-84; Section V, pp. 361-390.10/4

DDST manual (handout on 9-19)

Essentials of Assessment Report Writing, chaps. 1, 2 and 4

**9/29:** Traditional Psychometrics: how these concepts apply to infant/toddler assessments and Results.

**DDST due today.**

**10/6: Assignment:** Introduction to the **Bayley Infant Neurodevelopmental Screening (BINS)**;

**PRACTICE THE BINS IN CLASS ONLY**

Understanding the importance of the neurodevelopmental base with the BINS.

Discussion of “risk” (low, medium, high) and how to report this to parents. Overview of Assessment of global developmental competence

**10-13:** Introduction to the *Bayley Scales of Infant Development Screening Test (BSID-III Screening)*

A short introduction to the full *Bayley Scales of Infant Development-III (BSID-III)*.

Summarizing information obtained from BSID-Screener in writing, and reporting results to the caregivers.

**Assignment:** Administer and video the administration of the Bayley *screener* with your target child.

**Submit** video, rubric, protocol, report, and self-critique. **Due on 10-27**

**Readings:** New Visions for the Developmental Assessment of Infants and Young Children, Section IV, pp. 313-344

**10-20:** Goals of screening versus assessment.

Discuss full *Bayley Scales of Infant Development-III (BSID-III)*.

Watch parts of old and new BSID-III training videos in class.

**Assignment:** Video a BSID-III administration on your target child.

**Submit:** the rubric, video, protocol, report, and self-critique. **Due on 11/04.**

Essentials of Assessment Report Writing, chaps. 5 and 6

As part of this assignment, you are **required** to make an appointment with **Thomasina Hickmann** at the **UTD Writing Lab** to go over the Bayley Report with her **BEFORE** turning in the assignment on **11-03**. Call **(972) 883-6736**

The writing lab needs you to call them **at least one week in advance** to make the appointment.

**10/27: Bayley Screening Test due today.** Debrief on doing the screening.

Any full Bayley questions (BSID-III)? Go over handouts & the practice the front of protocol from previous lecture.

Analyzing assessment information; reporting to parents and other professionals.

**11/03: Bayley Scales of Infant Development-III due today**

Introduction to the *Battelle Developmental Inventory, 2nd edition (BDI-2)*. Watch BDI-2 training video.

**BDI-2 due 11/17 by 5:00pm.**

**Assignment:** Video administration of the BDI-2. **Submit** video, rubric, protocol, written report and self-critique.

**Readings:** Linking Authentic Assessment & Early Childhood Intervention; pp. 33-62.

**11/10:** Continue with the Battelle *if needed*-

Introduction to the *Mullen Scales of Early Learning* (MSEL)

**MSEL due 12-03 by 5:00pm**

**Assignment:** Video an administration of the MSEL. **Submit** with rubric, scored protocol, written report, & critique.

**11/17:** Introduction to and **In Class practice** with the *Developmental Activities Screening Inventory II (DASI-II)*; discuss and demonstrate assigned items to the class

Watch clips from BSID-III and give feedback.

**BDI-2 due today by 5:00pm.**

**11/24:**

*No class! Thanksgiving break*

**12-01:** Last class.

**MSEL due today by 5:00pm**

**IN CLASS EXAM**

**Readings:** New Visions for the Developmental Assessment of Infants and Young Children, Section IV, pp. 289-312.  
Essentials of Assessment Report Writing, chap. 8

### **Fall Semester Assignments - Activities by Points and Due Dates:**

<b><u>Pts.</u></b>	<b><u>Date</u></b>	<b><u>Assignment</u></b>
10	9/08	Family-story interview and 10 minute free play Observation
10	9/24	Ages & Stages + Ages & Stages S-E (ASQ & ASQ S-E)
10	9/29	Denver Developmental Screening Test (DDST)
5	10/06	Bayley Infant Neurodevelopmental Screener (BINS) <i>In-Class Practice</i>
10	10/27	Bayley Scales of Infant Development-III (BSID-III) <b>Screening Test</b>
15	11/04	Bayley Scales of Infant Development-III (BSID-III)
15	11/17	Battelle Developmental Inventory (BDI)
10	<b>on 12/01</b>	<b>In-class</b> Exam
<u>15</u>	12/01	Mullen Scales of Early Learning (MSEL)
<b>100</b>		<b>Total Points</b>

### **Grading Policy**

Participation in class and regular attendance is **required** in order to receive an "A" in this course.

Scores for all assignments/exams listed will be compiled and grades assigned according to the following scale.

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	70-76

### **Course Policies**

Due to the nature of the materials presented in this class, regular class attendance is required and absences should be cleared in advance either in person, via e-mail or voice mail, with the instructor. Absences will be excused only for an obvious illness or family emergency.

It is the student's responsibilities to access all information presented for the missed class session from other students in the class and arrange for assignments to be turned in on time. The faculty instructor is not responsible for ensuring the student has the missed materials.

If a student arrives to a class session after it has begun, he/she is expected to enter quietly and take a seat in the least disruptive location.

Assignments are due on the designated date (see course schedule presented in this syllabus). Assignments will **not** be accepted late, *without prior arrangements*. Assignments submitted *later* than the due date will receive an automatic 5% reduction in grade for every day that it is late. Assignments will not be accepted after 5 days unless there is a true emergency and it has been discussed with the instructor. Incomplete assignments will also be assessed penalty points. All written material submitted should be typed and formatted according to the specifications given by the instructor.

If you have difficulty in the area of written communication skills, you are strongly encouraged to continue with the assistance of the UTD Writing Center Lab beyond the two sessions required.

Special attention **must** be given to the following:

\*grammar, punctuation, spelling

\*sentence and paragraph structure

\*tense and parallel usage

\*organization, neatness and content knowledge

No make-up tests 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.

Keep an extra copy of all assignments for your records *before* they are turned in to the instructor.

**Lecture topics and dates provide a tentative schedule. They are subject to change as needed at the discretion of the instructor.**

**Assignment due dates may also be changed. These changes will be announced in class.**

Turn off cell phones *prior* to entering classroom. *Under no conditions* may you answer a cell phone while class is in session. If it is an emergency, you must leave the room completely before answering.

## **Student Conduct & Discipline**

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

## **Academic Integrity**

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.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own.

As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

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 turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

## **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 U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD 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 U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

## **Withdrawal from Class**

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

## **Student Grievance Procedures**

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

## **Incomplete Grade Policy**

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

## **Disability Services**

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22

PO Box 830688

Richardson, Texas 75083-0688

(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

## **Religious Holy Days**

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student

who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

### **Off-Campus Instruction and Course Activities**

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address given below. Additional information is available from the office of the school dean.  
([http://www.utdallas.edu/Business\\_Affairs/Travel\\_Risk\\_Activities.htm](http://www.utdallas.edu/Business_Affairs/Travel_Risk_Activities.htm))

*These descriptions and timelines are subject to change at the discretion of the Professor.*