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Office Hours	By appointment

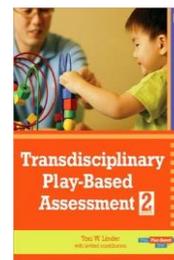
GENERAL COURSE INFORMATION

Pre-requisites & Other Restrictions	HDCD 6311, 6315
Course Description	Continuation of the first semester course HDCD 6315. Provide direct experience with play-based and family assessment protocols. Assess functional-emotional development within the dynamic interaction of the parent-child relationship. Understand the differential diagnosis decision-making process used by other professionals to determine a diagnostic classification. Emphasis is on clinical observation skills and the interpretation and integration of diagnostic information. Taken for 3 hours credit.
Learning Outcomes	<p>By completion of the two-course sequence the student will:</p> <ol style="list-style-type: none"> 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, their uses and limitations. Incorporate data from observation into the integrated summary and IFSP. 3. <i>Referral and Eligibility</i> <ol style="list-style-type: none"> 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. <i>Assessment and IFSP Development</i> <ol style="list-style-type: none"> 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 required visual, auditory, nutritional and assistive technology screenings using appropriate procedures and instruments. g. In addition to the screening and developmental scales and procedures presented in the first course, additional tools will be learned, including but not limited to the following: Vineland II; Infant and Toddler Developmental Assessment (IDA); Assessment, Evaluation and Programming System for Young Children (AEPS); Transdisciplinary Play-Based Assessment 2 (TPBA2); Functional Emotional Assessment Scale (FEAS); Rossetti Infant Language Scale; Vision, Hearing, Nutrition and Adaptive Equipment screenings.

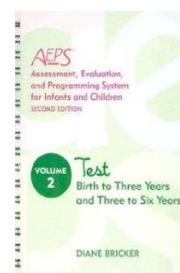
- h. Communicate developmental assessment results clearly and concisely to family and other team members, orally and in written reports.
 - i. Prepare family members to take part in the assessment process.
 - j. Integrate into assessment reports the information identified by the family about their child's functioning, strengths, needs and their desired outcomes for their child.
 - k. Help identify and support family strengths, coping strategies, resources and needs.
 - l. Know the federal and state requirements for the IFSP.
 - m. Know how to integrate the required content and elements of the IFSP into a family-friendly format.
 - n. 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.
 - o. Respect families' insights into their own situations and into their children's behavior and development
 - p. Develop partnerships with families by interacting with them in ways that are sensitive to their needs and backgrounds.
 - q. 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. assisting families in beginning the process of identifying their concerns, priorities and resources related to enhancing their child's development.
5. *Other Competencies*
- a. Know principles and use basic techniques of trans-disciplinary play-based assessment; complete TPBA worksheets and write reports using this paradigm.
 - b. Become familiar with other professional disciplines, their assessment techniques, approaches, and the information obtained from these approaches.
 - c. Be familiar with tests and techniques for assessing children with visual, auditory, physical, behavioral, and communication difficulties.
 - d. Become familiar with the decision-making process involved in differential diagnosis, including use of the Diagnostic Classification System for Birth to Three.
 - e. Know the roles of all early intervention team members, including family members.
 - f. Know the range and limitations of the professional role of the EIS.

Required Textbooks

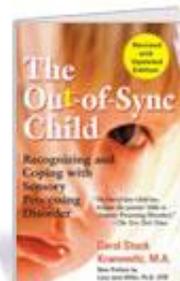
1. Linder, T. W. (2008). *Transdisciplinary play-based assessment*.



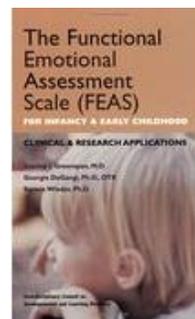
2. Bricker, D. (2002). *Assessment, evaluation, and programming system (AEPS) for infants and children. Volume 2: Test for birth to three years and three to six years.*



3. Kranowitz, C. S. (2005). *The out-of-sync child: Recognizing and coping with sensory processing disorder*. Penguin.



4. Greenspan, S. I., DeGangi, G. A., & Wieder, S. (2001). *The functional emotional assessment scale (FEAS) for infancy and early childhood.*



LECTURES & ASSIGNMENTS

Date	Lecture Topics	Readings	Assignment Due	Pts
Aug 25	Syllabus and Introduction			
Sept 01	Observation of Play & Vineland II	<u>New Visions</u> : Chap. 18, Family-directed child evaluation and assessment under the Individuals with Disabilities Act. <u>New Visions</u> : Chap. 11, Nonstructured play observations. (Review from Assessment 1)	Contact target family	
Sept 08	Child Development Review	<u>TPBA2</u> : Chap. 2, Sensorimotor development domain. <u>TPBA2</u> : Chap. 4, Emotional and social development domain. <u>ELearning</u> : Developmental Charts	Discussion Leadership (Team 1) Play Observation Presentations (Team 2 & 3)	10 5
Sept 15	Child Development Review- continued Vision, Hearing, Nutrition, Assistive Technology Screening	<u>TPBA2</u> : Chap. 3, Vision development. <u>TPBA2</u> : Chap. 5, Communication development domain. <u>TPBA2</u> : Chap. 6, Hearing screening and modification of TPBA for children who are deaf or hard of hearing. <u>TPBA2</u> : Chap. 7, Cognitive development domain. <u>ELearning</u> : Developmental Charts	Discussion Leadership (Team 2 & 3) Play Observation Presentations (Team 1)	10 5
Sept 22	Rossetti Infant-Toddler Language Scale (RITLS)	<u>ELearning</u> : Assessment of bilingual children for identification of language impairment: Current findings and implications for practice. <u>ELearning</u> : Introduction to auditory processing disorders.	Vineland	10
Sept 29	Infant-Toddler Developmental Assessment (IDA)	<u>New Visions</u> : The Infant-Toddler Developmental Assessment (IDA): A family centered transdisciplinary assessment process.		
Oct 06	Transdisciplinary Play-Based Assessment 2 (TPBA2)	<u>ELearning</u> : Introduction to TPBA <u>TPBA2</u> : Chap. 1, A review of the transdisciplinary play-based system.	Rossetti Presentations	10
Oct 13	TPBA2 - continued		Play Plan Presentations	3
Oct 20	TPBA2 LAB		Bring report Introduction and questions	
Oct 27	Assessment Evaluation and Programming System for Infants and Children (AEPS)	<u>AEPS</u> : Introduction to the AEPS and Volume 2, p. 1. <u>AEPS</u> : Chap. 2, The purpose and value of assessment and evaluation. <u>AEPS</u> : Chap. 3, Using the AEPS test.	TPBA2	22
Nov 03	Functional Emotional Assessment Scale (FEAS) & Parent-Child Interactions	<u>New Visions</u> : Chap. 12, Assessing the emotional and social functioning of infants and young Children. <u>New Visions</u> : Chap. 13, Climbing the symbolic ladder. <u>ELearning</u> : Parent-child interactions handouts.		

Date	Lecture Topics	Readings	Assignment Due	Pts
Nov 10	FEAS and Sensory Integration	<u>FEAS</u> : Chap. 1 <u>Out-of-Sync</u> : Chap. 1, Recognizing sensory processing disorder. <u>Out-of-Sync</u> : Chap. 2, Understanding sensory processing disorder and what can go amiss.	AEPS	15
Nov 17	Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood (DC: 0-3R)	<u>Elearning</u> : DeGangi, G., Self-regulation in infants and children, <i>Pediatric Disorders of Regulation in Affect and Behavior</i> . <u>Elearning</u> : DC: 0-3 manual handouts <u>Out-of-Sync</u> : Chap. 3, Tactile sense. <u>Out-of-Sync</u> : Chap. 4, Vestibular sense. <u>Out-of-Sync</u> : Chap. 5, Proprioceptive sense. <u>Out-of-Sync</u> : Chap. 6, Visual sense. <u>Out-of-Sync</u> : Chap. 7, Auditory sense.	Sensory Processing Disorders Presentations	10
Nov 24	FALL BREAK			
Dec 01		<u>FEAS</u> : Chap. 2 <u>FEAS</u> : Chap. 6	FEAS Clinical Deliberations	15

COURSE POLICIES

Grading Criteria	Participation in class and regular attendance are required in order to receive an “A” in this course. A 93-100 A- 90-92 B+ 87-89 B 83-86 B- 80-82 C+ 77-79 C 70-76
Late Work	All assignments are due at the beginning of the class period unless otherwise stated. Assignments are due on the dates specified in the above schedule. *** ASSIGNMENTS SUBMITTED LATER THAN THE DUE DATE WILL RECEIVE AN AUTOMATIC 5% REDUCTION IN GRADE FOR EVERY DAY THAT THEY ARE LATE UNLESS A REQUEST WAS MADE IN WRITING BY THE CLINICAL TEAM AND THE REQUEST WAS APPROVED IN WRITING BY THE PROFESSOR . Assignments will not be accepted after 5 days unless there is a true emergency and it has been approved in writing by the instructor. Incomplete assignments will also be assessed penalty points.
Special Assignments	All written material submitted should be typed and formatted according to the specifications given in class. 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. ***STUDENTS MUST KEEP EXTRA COPIES OF ALL ASSIGNMENTS, INCLUDING PROTOCOLS, FOR THEIR RECORDS BEFORE THEY ARE TURNED IN TO THE INSTRUCTOR.
Class Attendance	Regular and punctual class attendance is expected. Students who fail to attend class regularly are inviting scholastic difficulty. Absences may lower a student’s grade as class attendance and class participation are deemed essential in this course due to the nature of the materials presented in this class. Absences will be excused only for a serious illness or a critical 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.
Classroom Citizenship	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. Please arrive on time to class. If despite your best effort you arrive to a class session after it has begun, enter quietly and take a seat in the least disruptive location.

<p>Off Campus Course Activities</p>	<p>Cell phones should be muted prior to entering the classroom. Wait until after class to return any calls received. If you receive an emergency call, you must leave the room before answering. No text messaging, emailing or other unrelated use of laptops during class.</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> <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> <p>Off-campus, out-of-state, foreign instruction/travel, and course-related field trip activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Detailed information regarding this policy, in accordance to <i>Texas Education Code</i>, Section 51.950, can be accessed at the UT Dallas Policy Navigator, http://policy.utdallas.edu/utdbp3023, and at http://www.utdallas.edu/administration/insurance/travel. Additional information is available from the office of the school dean.</p>
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UT DALLAS POLICIES AND PROCEDURES

<p>Student Conduct and Discipline</p>	<p>The University of Texas System (Regents' Rule 50101) 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 UT Dallas online catalogs (http://catalog.utdallas.edu).</p> <p>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 Student Code of Conduct, UTDSP5003 (http://policy.utdallas.edu/utdsp5003). Copies of these rules and regulations are available to students in the Office of Community Standards and Conduct, where staff members are available to assist students in interpreting the rules and regulations (SSB 4.400, 972-883-6391) and online at https://www.utdallas.edu/conduct/.</p> <p>A student at the University neither loses their 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 its standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.</p>
<p>Academic Integrity</p>	<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 demonstrates a high standard of individual honor in his or her scholastic work.</p> <p>Academic Dishonesty: Academic dishonesty can occur in relation to any type of work submitted for academic credit or as a requirement for a class. It can include individual work or a group project. Academic dishonesty includes plagiarism, cheating, fabrication, and collaboration/collusion. In order to avoid academic dishonesty, it is important for students to fully understand the expectations of their professors. This is best accomplished through asking clarifying questions if an individual does not completely understand the requirements of an assignment.</p> <p>Additional information related to academic dishonesty and tips on how to avoid dishonesty may be found here:https://www.utdallas.edu/conduct/dishonesty/.</p>
<p>Sharing Confidential Information</p>	<p>Students considering sharing personal information in email, in person, or within assignments or exams should be aware that faculty members and teaching/research assistants are required by UT Dallas policy to report information about sexual misconduct to the UT Dallas Title IX Coordinator. Per university policy, faculty have been informed that they must identify the student to the UT Dallas Title IX Coordinator. Students who wish to have confidential discussions of incidents related to sexual harassment or sexual misconduct should contact the Student Counseling Center (972-883-2527 or after hours 972-UTD-TALK or 972-883-8255), the Women's Center (972-883-8255), a health care provider in the Student Health Center (972-883-2747), the clergyperson (or other legally recognized religious advisor) of their choice, or an off-campus resource (i.e., rape crisis center, doctor, psychologist). Students who are sexually assaulted, harassed, or victims of sexual misconduct, domestic violence, or stalking, are encouraged to directly report these incidents to the UT Dallas Police Department at 972-883-2222 or to the Title IX Coordinator at 972-883-2218. Additional information and resources may be found at http://www.utdallas.edu/oiec/title-ix/resources.</p>
<p>Copyright Notice</p>	<p>It is the policy of the University of Texas at Dallas to adhere to the requirements of the United States Copyright Law of 1976, as amended, (<i>Title 17, United States Code</i>), including ensuring that the restrictions that apply to the reproduction of software are adhered to and that the bounds of copying permissible under the fair use doctrine are not exceeded. Copying, displaying, reproducing, or distributing copyrighted material may infringe upon the copyright owner's rights. Unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students to appropriate disciplinary action as well as civil and criminal penalties. Usage of such material is only appropriate when that usage constitutes "fair use" under the</p>

Copyright Act. For more information about the fair use exemption, see <http://copyright.lib.utexas.edu/copypol2.html>. As a UT Dallas student, you are required to follow UT Dallas' copyright policy (UTDPP1043 at <http://policy.utdallas.edu/utdpp1043>) and the UT System's policy, UTS107 at <http://www.utsystem.edu/board-of-regents/policy-library/policies/uts107-use-copyrighted-materials>.

Campus Carry

The University's concealed handgun policy is posted on the campus carry website: <https://www.utdallas.edu/campuscarry/>

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. All official student email correspondence will be sent only to a student's UT Dallas email address and UT Dallas will only consider email requests originating from an official UT Dallas student email account. This allows the University to maintain a high degree of confidence in the identity of each individual's corresponding via email and the security of the transmitted information. The University of Texas at Dallas furnishes each student with a free email account that is to be used in all communication with university personnel. The Office of Information Technology provides a method for students to have their UT Dallas mail forwarded to other email accounts. To activate a student UT Dallas computer account and forward email to another account, go to <http://netid.utdallas.edu>.

Resources to Help You Succeed

The Office of Student Success operates the Student Success Center (SSC, <http://www.utdallas.edu/studentssuccess>), which offers assistance to students in the areas of writing, mathematics, communication, multiple science fields, reading, study skills, and other academic disciplines. These services are available through individual and small group appointments, workshops, short courses, and a variety of online and instructional technologies. All students enrolled at UT Dallas are eligible for these services.

The **Writing Center** offers a collaborative learning environment for one-to-one and small group assistance with general and advanced writing assignments and overall writing skills. Scheduling an appointment is strongly recommended, but walk in appointments are possible if a tutor is available..

The **Communication Lab (CommLab)** offers one-on-one and group consultations where you will gain practical feedback for improving oral and group presentations.

Success Coaches are available for individual student appointments to discuss study skills, time management, note taking, test taking and preparation, and other success strategies.

The Student Success Center's main office is located in the McDermott Library Building and can be contacted by calling 972-883-6707 or by sending an email to ssc@utdallas.edu.

AccessAbility Services

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 this course, please discuss it with your professor and allow one week advance 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 OSA for a confidential discussion. OSA is located in the Student Services Building, SSB 3.200. They can be reached by phone at 972-883-2098, or by email at studentaccess@utdallas.edu.

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.**