

NIAGARA UNIVERSITY
Department of Education
Fall 2008: Wednesdays 4:20-7:05pm
ACAD 228

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A. Course Number and Title:

EDU804C: Psychological Assessment of Infants and Preschoolers

B. Course Description:

This lab/seminar course provides candidates with a framework for understanding the complex set of challenges in working with infants, toddlers, and preschoolers who have or are at risk for disabilities. To adequately prepare professionals entering the field of early intervention services, exposure is given to a broad range of topics such as normative and exceptional child development, the history of and new theoretical orientations in psychoeducational assessment, legislative and programmatic issues related to early intervention, and an overview of the complex influences and multiple settings in which very young children interactively develop. Through lab experiences and actual case studies, candidates will benefit from hands-on experience with state-of-the-art assessment instrumentation and innovative approaches in assessing skills and abilities of young children.

C. Number of Credit Hours:

3 credit hours

D. Required Texts:

Brassard, M.R. & Boehm, A.M. (2007). *Preschool Assessment: Principles and Practices*.
New York: Guilford.

E. Course Objectives:

Candidates will:

1. Identify the complex influences on a child's development.
2. Develop a conceptual framework for best practice models of early intervention and prevention.
3. Develop and utilize culturally sensitive strategies in psychoeducational assessments, consultation, therapeutic interventions, and program planning with very young children and their families.
4. Demonstrate knowledge of the validity, reliability, utility and limitations of current assessment instruments and procedures.
5. Conduct all phases of psychoeducational evaluations with early childhood populations including: a) the use and interpretation of ability and achievement tests in a non-discriminatory manner, b) the use and interpretation behavioral, and socio-emotional, and adaptive behavior assessment instruments, and c) the use and interpretation of informal evaluation procedures such as observations, interviewing, conferencing, and functional assessments.

F. Methods of Instruction:

Classes will include an instructional period and a lab portion. Teaching methods are designed to meet a variety of learning styles and will include methods such as lecture, large group discussion, small group activities, and case analyses. The lab segment of each class will allow candidates to apply and rehearse skills in standardized assessment. Candidates will also individually apply their knowledge and skills through a written case analysis as well as a comprehensive research paper and correlating presentation.

G. Course Outline and Assignments:

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
1. Week 8/27	Welcome back!!	-----
2. Week 9/3	NASP Position Statement On Early Childhood Assessment DEC Position Statements IDEA and NY Regulations	-----
3. Week 9/10	Preschool Assessment Process Technical Concerns Developmental Milestones Kindergarten Readiness DIAL 3 lab	Ch. 1,2,3
4. Week 9/17	Observation of Child and Environment Screening Practices and Procedures Assessment of Early Academic Learning Bayley-IV lab	Ch. 4,5,6,7
5. Week 9/24	Cognitive Assessment Family Assessment Language Development SB-5 lab/DAS lab	Ch. 8,10,11 Binet Articles DAS Articles
6. Week 10/1	Assessment of Mental Retardation Assessment of Culturally and Linguistically Diverse Preschoolers WPPSI-III lab	Ch. 9, 12
7. Week 10/8	Neuropsych Assessment NEPSY lab ADD/ODD	Neuropsych Articles NEPSY handouts
8. Week 10/15	Curriculum/ Based Assessment Play Based Assessment	CBA handouts Practice Case 1 Due
9. Week 10/22	Child Abuse Anxiety/PTSD False Memories and Abuse	Ceci Article Eckenrode Article

10. Week 10/29	Interpretation/Identification and Screening Mood Disorders/Attachment Disorders	Luby Ch 10 &11 Practice Case 2 Due
11. Week 11/5	Interventions and Curriculum Assistive technology	Luby Ch 12 &17
12. Week 11/12	Paper presentations (4)	
13. Week 11/19	Paper presentations: (4)	Integrative Case 3 Due
14. Week 11/26	No Class-Thanksgiving	
15. Week 12/3	Paper presentations (5)	
16. Week 12/10	Presentations/labs This date is reserved for overflow of scheduled presentations and, if needed, will be considered a mandatory lab session.	

Note: This is a tentative schedule which is subject to change.

H. Evaluation Process:

Grade breakdown-

Case analysis #1	10%
Case analysis #2	20%
Integrative case analysis #3	30%
Class Participation <i>and</i> attendance	10%
Research paper	30%

Lab Participation (Pass/Fail):

Candidates' home reading assignments are essential to the development of assessment skills and the success of the weekly classes. Classes will be structured based on the assumption that candidates have read the material assigned for each class. To maximize learning, it is expected that candidates will be active participants in all classes and will apply their knowledge and rehearse skills in class. Learning outcomes will be evaluated, in part, through this class participation. Each class, candidates' participation will be assessed in the following manner:

3= demonstrates mastery of content / high level of engagement / active participation, contributes positively to the learning environment.

2 = demonstrates mastery of content to a minimal level / somewhat passive participation.

1 = mastery is not demonstrated / lacks participation (not acceptable) / absent from class.

Candidates assessed at a level "1" for any lab session will be permitted to demonstrate mastery of content via alternate means such as submitting a written analysis of the topic in question (minimum two typed pages). Achievement of a level "2" for **every** lab session (Pass) is required for completion of this course.

2 Practice case analyses:

These assignments are progressive step-stones to the integrative case analysis. The candidate will complete 2 different cognitive profiles, each with different children.

Case 1: ability measure, observations, and interpretation of performance. (10 pts.)

Case 2: must include abilities measure, observations, social history, interpretation, and recommendations (20 pts.)

Integrative case 3 analysis and intervention plan (30 points)

Candidates will incorporate data from assessment session along with measures of adaptive behavior and behavioral problems, observations, and caregiver interviews into a cogent psychological report with developmentally appropriate recommendations for strategies to foster continued progression of child's skills.

Note: Of the three above test cases, at least one administration must be with

a) an infant/toddler and b) a preschooler

b) All protocols must be scored correctly and evidence appropriate adherence to standardization procedure (e.g. basal and ceiling levels, etc.).

Research of developmental focus area (30 points)

Candidates will select a topic from the following list:

- * Non-organic failure to thrive
- * Fetal alcohol effect/ syndrome
- * Prenatal polysubstance exposure (Crack, alcohol, heroine, etc.)
- * Early child abuse/neglect
- * Lead exposure
- * HIV infection
- * Chronic otitis media
- * Fragile X syndrome
- * Down syndrome
- *Autism (non-Asperger's)
- *Asperger's
- * Reactive Attachment Disorder
- *Attention Deficit Disorder

Candidates will conduct a review of literature of salient therapeutic issues within the topic area. The manuscript must include a minimum of ten references, at least one of which must be a web site. Papers (15 points) will be judged based on the clarity and thoroughness of the review relevant theoretical and applied literature as related to early childhood development.

Candidates will present an overview of their research to classmates and provide a brief handout highlighting main points and some valuable references. Class presentations (15 points) will be judged based on the clarity with which the literature and developmental issues are described and the degree to which the presentation stimulates discussion/ participation by class members.

APA Style:

The College of Education requires that written assignments be word-processed and conform to the style used by the American Psychological Association.

Attendance:

Attendance is considered an indicator of professional commitment and responsibility. Candidates are expected to attend *all* classes. Absences are permitted only for illness or serious personal matters. Excessive absences may affect the final course grade. As expected with graduate level work, you will be in control of your attendance and your educational experience. This means you are responsible for motivating yourself to fulfill all of the requirements for successfully completing this class. I expect both myself and the students to be ready to begin at the designated time.

Academic Integrity: I commit myself to do everything in my power to provide a fair and stimulating learning environment. You, however, must be equally committed to this goal by resisting the temptation to use the work of others and by informing me of any compromise to fairness of the environment. Cheating is considered to be a serious offense and if prevention attempts fail and cheating occurs, formal action may be taken, which may include dismissal from the class or the program.

Student Disclosure:

Any student eligible for and needing academic adjustments or accommodations because of a disability is requested to speak with the professor no later than the first two weeks of class. Students should also notify the Coordinator of Specialized Services located in Seton Hall of their particular situation and special needs. The university will make reasonable accommodations for persons with documented disabilities.