



**University of Arizona School Psychology Program**  
Early Childhood Assessment and Intervention (SERP 602) – 3 credits  
Spring 2017

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**Course:** Wednesdays 11:00 am to 1:30 pm  
**Room:** EDUC 102  
**Office Hours:** TBA  
  
**Office Hours:** 2:00 -4:00 Tues Educ 409  
  
**Office Hours:** 8:30-10:30 Wed Psych 133

**Required Text:**

Brassard, M. R & Boehm A. E. (2007). *Preschool assessment: Principles and practices*. New York: Guilford Press.

Gimpel, G. A. & Holland, M. L. (2003). *Emotional and behavioral problems of young children*. New York: Guilford Press.

Bagnato, S. J. (2007). *Authentic assessment for early childhood intervention: Best practices*. New York: Guilford Press.

**Recommended Texts**

**(Books linked under library tab and/or chapters provided on D2L):**

Bracken, B.A. & Nagle, R.J. (Eds.) (2006). *Psychoeducational assessment of preschool children*. New York: Routledge.

Dumont, R., Willis, J. O., & Elliott, C. D. (2009). *Essentials of DAS-II assessment*. Hoboken, NJ: Wiley.

Hass, M. R. Carriere, J. A. (2014). *Writing useful, accessible, and legally defensible psychoeducational reports*. Hoboken, NJ: Wiley.

Kaufman, A. S., Lichtenberger, E. O., Fletcher-Janzen, E. Kaufman, N. L. (2005). *Essentials of KABC-II assessment*. Hoboken, NJ: Wiley.

Lichtenberger, E. O., Mather, N., Kaufman, N. L., & Kaufman, A. S. (2004). *Essentials of assessment report writing*. Hoboken, NJ: Wiley.

Lidz, C.S. (2003). *Early childhood assessment*. Hoboken, NJ: Wiley & Sons.

McWilliam, R.A. (Ed) (2010). *Working with families of young children with special needs*. New York: Guilford Press.

Mowder, R.A., Rubinson, F., & Yasik A.E. (Eds.) (2009). *Evidence-based practice in infant and early childhood psychology*. Hoboken, NJ: Wiley & Sons.

Odom, S. L., Horner, R. H., Snell, M. E., & Blacher, J. (2007). *Handbook of developmental disabilities*. New York. Guilford Press.

Raiford, S. E. & Coalson D. L. (2014). *Essentials of the WPPSI-IV assessment*. Hoboken, NJ Wiley.

Russ, S.W. & Niec, L.N. (2011). *Play in clinical practice: Evidence-based approaches*. New York: Guilford.

Smith, T. (2011). *Making inclusion work for students with Autism Spectrum Disorders: An evidence-based guide*. New York: Guilford.

### **Course Description:**

The course content will cover several areas relevant to early childhood development (birth through age 8): assessment and diagnosis of disabilities in early childhood; prevention and intervention of children with or at-risk for disabilities; and educational practices, including curriculum and transitioning. We will apply a system's perspective to understanding the role of the family and community in fostering positive developmental outcomes. Emphasis will be placed on linking assessment with academic and therapeutic interventions for young children with disabilities within culturally diverse populations. Further, students will have the opportunity to become familiar with Arizona and federal standards in early childhood assessment and intervention.

This course has a pre-requisite condition: *evidence of advanced undergraduate or graduate-level course in child development or the equivalent, or some additional readings may be required. School psychology students should have already taken an individual or intellectual assessment course so they can use those instruments in their case studies.* **Course enrollment is open to graduate students or professionals with an interest in early childhood and willingness to participate in both the didactic portion and the practical components of this course.**

### **Course Goals and Objectives:**

#### *Assessment and Diagnosis*

- 1) To gain experience using screening and assessment instruments in early childhood settings for children birth to nine years;
  - a. Students will evidence knowledge of key assessment tools and strategies across all domains of functioning and within three age groups (infant and toddler; preschool; and K-3), practice any needed adaptations for children with disabilities, and demonstrate capacity to evaluate assessment tools against best practice criteria and standards for cultural/linguistic diversity.

- 2) To develop an understanding of early childhood disorders that often result in developmental delay and early academic difficulties:
  - a. Students will demonstrate awareness of a variety of disabilities, including the etiology, characteristics, and classification of common disorders in young children, and describe specific implications for development and learning in the first nine years of life and across the life span.

#### *Prevention and Intervention*

- 3) To understand early childhood intervention and prevention programs and to become familiar with the role of the school psychologist in early childhood education and intervention including working with families and identifying cultural issues that impact family school partnerships and subsequently using that understanding of family culture to plan appropriate school services and interventions.
- 4) To gain knowledge and practice strategies associated with linking assessment to curriculum planning in early childhood settings.
  - a. Students will be able to define, plan for, and execute (pre-)academic, behavioral, social-emotional, or family interventions using developmentally-appropriate strategies for working with young children and their families from different cultural backgrounds.

#### *Instructional Practices*

- 5) Students will gain knowledge of and practice strategies associated with linking assessment to curriculum planning in early childhood settings.
- 6) Students will gain knowledge of strategies for improving transitions across early childhood settings through the preparation of assessment reports, knowledge about Individual Family Service Plan (IFSP)/ Individual Education Plan (IEP) documents for use by various consumers, and tools for collaboration across educational settings.

#### **Class Format:**

Didactic Component: The didactic part of the course will follow a seminar format. For each topic, part of class time will be devoted to presentation of background information, part will be devoted to discussion of assigned readings, and part will be focused on skill development (e.g., practice administration of tests).

Practicum Component: Each student will spend time (**40 hours**) over the course of the semester in an early childhood setting (preK to Kinder) to work directly with children, families, and school/early childhood professionals. This component will be individualized based on your practicum site, and the first few weeks will be spent developing an appropriate plan for each student. Additionally, students are expected to spend time outside of class learning and practicing administration of early childhood assessments.

#### **Course Requirements:**

- 1) **Participation (75 points)** - Because active participation is crucial to the success of the class, *it is imperative that everyone completes the assigned readings and*

*practice the assessment procedures in preparation for the corresponding class meeting.* During our discussions, you will be encouraged to ask questions, address shortcomings of empirical studies, suggest directions for future research, and generally share your perspectives on the issues we discuss. I look forward to your contributions! Your grade will be based on your familiarity with the assigned readings/videos, readiness for leading in-class discussions, and ability to relate questions to the articles and when possible to content learned in other courses, research you're doing or have conducted, or your own personal or professional experiences. Participation also includes completion of homework assignments including but not limited to practice protocols, interpretation activities, and other assignments.

If you must miss a class period due to emergency, illness, or special circumstance, please contact the instructor ahead of time if possible. **Five points will be deducted from your participation grade for an unexcused absence as well as multiple late arrivals or early departures.**

All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Late written assignments (i.e., assignments turned in after the *due by the beginning of class* date) lose one letter grade for each day late (unless an extension was agreed upon).

## 2) **Practice Assessment and Developmental Assessment Report (50 points)**

Students are required to complete a developmental history and administer in pairs **either:**

- a. 1) one Bailey-III in pairs (working as a team), score the protocol, and *independently* write a brief practice report including background/developmental history, assessment results/interpretation and recommendations. Include a two-page reflection on your administration with areas of strength and needed growth described. Submit your completed hand scored protocol along with your report (**all protocols should be reviewed in depth for errors. All errors should be marked with a sticky note and brief description of the error**); *or*
- b. 2) one Battelle 2 in pairs (working as a team), score the protocol, and *independently* write a brief practice report including background/developmental history, assessment results/interpretation and recommendations. Include a two-page reflection on your administration with areas of strength and needed growth described. Submit your completed hand scored protocol along with your report (**all protocols should be reviewed in depth for errors. All errors should be marked with a sticky note and brief description of the error**).

**\*\*Note:** For *practice administrations*, parents will need to be informed (prior to the beginning of the testing session) that scores obtained during testing **will not** be disclosed. Always explain that you are a student being trained in the administration of these tests, and thus your test results are **not** considered reliable. Sharing this information is considered an ethical violation.

- 3) **Presentation: Book report - Consultation with Parents/Families (25 points).** In preparation for consultation with parents and families of young children, each student (working in pairs) will read a book geared toward parents and related to common difficulties parents experience in the home setting. An approved book list will be provided. Students will read and critique their assigned book. Presentations will be completed in pairs and should include a summary of the technique being provided, types of problems/difficulties addressed, considerations when working with culturally and linguistically diverse families, and critiques of the techniques/information.
- 4) **Intervention Case Study Presentation/Summary (100 points).** Each student will identify one child in need of a [pre]academic or behavioral/social-emotional intervention. Students will write a reason for referral, determine an operational definition of the skill/behavioral difficulty based on teacher interview/observation, collect baseline data on the target skill/behavior, research an appropriate intervention (at least two references), implement the intervention for at least 4-6 weeks/sessions, collect post data, calculate effect size, reflect on the efficacy of the intervention, and make suggestions for future programming. Students will prepare a Power Point presentation (including presenting problem, background, intervention plan, baseline and intervention data (graph), summary/conclusions, and future directions) to share their findings in class. Students will hand in a one to two-page single spaced summary of their intervention case (de-identified) that includes the components described above.
- 5) **Developmental Assessment Report (100 points)** – Each student will conduct a comprehensive developmental assessment within the early childhood setting (ages 3 to 5). This may be an evaluation of a child to examine eligibility for a disability at your site (preferable) **OR** of a volunteer child, if necessary. Findings will be shared in a Comprehensive Developmental Assessment report and include (minimally) reason for referral, background (e.g., developmental history, medical history, education history, social/emotional/behavioral/adaptive history), classroom observation (when applicable), parent interview, assessment findings in all areas (cognitive, communication, adaptive, physical, social/emotional), summary and conclusions, and recommendations **based on assessment findings** (with at least 2 references).
- 6) **Early Childhood Practicum (100 Points)** – Students will develop a practicum plan for the semester in the early childhood setting (preK through Kinder) that delineates time and activities. Students are expected to document **40 hours of practicum experience**, which may include observation (classroom, screening, assessment, intervention), participation in classroom (instruction, intervention, consultation), participation in screening and assessment activities, supervision, report writing, IEP/IFSP reviews. Other possible activities are home visits, and parent interviews/consultation. **At least 15 hours must be spent in a preschool setting.** All activities counted should be directly related to the specific site (e.g., **activities for class that are independent of your placement do not count**). At least 30 of your total hours should be spent on site and engaged with children/staff.

As part of this, students will keep a working log of early childhood experience obtained at your placement with hours, activity, and a **brief** narrative description. Specific practicum requirements will depend on your placement, and these must be identified and agreed upon ahead of time by the student, practicum supervisor, and instructor. The primary purpose of this assignment is to gain exposure to early intervention programs for at-risk children and those already identified with special needs, and to gain experience with young children and their families in instructional, screening, assessment, and intervention activities.

- 7) Low Incidence Disabilities Presentation (50 points).** Students will research and prepare a 30-minute presentation on a low incidence disability usually identified in early childhood (pre-approved by instructor). For this presentation you will include information for each of the following: background/history, etiology, diagnostic criteria, assessment methods, impact on the child/family for each of the following areas: cognitive skills, communication skills, social emotional/behavioral skills, adaptive skills, and physical skills; and intervention (at least 3 interventions in at least two of the following areas: cognitive skills, communication skills, social emotion/behavioral skills, adaptive skills, and physical skills. Additionally, students will discuss implications for individuals with the disability across the lifespan.

***You will be provided with additional instructions/guidance on these assignments. If you have not had a course in clinical or academic interventions and your career path is headed toward non-clinical fields, then please see the instructor to discuss potential alternatives as necessary.***

**\*\*Please note: Students may be asked to re-do assessments, reports, correct errors, schedule observations, or complete additional assignments when remedial work is necessary as determined by the instructor. Until all remedial work has been satisfactorily completed the grade of an incomplete (I) will be issued. Students may also receive a grade of incomplete (I) for failure to return complete test kits prior to the last day of classes.**

<b>Assignment</b>	<b>Points</b>
Participation	75 points
Bayley/Battelle Admin/Report	50 points
Presentation: Book Report/Parent Consultation	25 points
Intervention case study presentation/summary	100 points
Developmental Assessment Report	100 points
Early childhood practicum/log	100 points
Low Incidence Disabilities Presentation	50 points
<b>Total Points Possible</b>	<b>500 points</b>

## Course and University Policies

Inclusive Excellence is a fundamental part of the University of Arizona's strategic plan and culture. As part of this initiative, the institution embraces and practices diversity and inclusiveness. These values are expected, respected and welcomed in this course.

### ***Attendance***

If you must miss a class period due to emergency, illness, or special circumstance, please personally notify me prior to class, if at all possible, or touch base with me as soon as possible following the missed class. **Five points will be deducted from your participation grade for an unexcused absence as well as multiple late arrivals or early departures.**

All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Late written assignments (i.e., assignments turned in after the *due by the beginning of class* date) lose one letter grade for each day late (unless an extension was agreed upon).

### **Test Security and Confidentiality**

Maintaining test security is an ethical obligation according to NASP and APA. Please refer to the ethical guidelines of these organizations and follow the policies of the test library. **Please always properly secure the test materials.** Testing materials in this course are "secure" tests – sharing the tests or allowing others (e.g., friends, relatives, or coworkers who are not in or have not taken this course) to look at, play with, examine, and so on violates test security and is a violation of ethical and professional practice! You are responsible for any damage, loss, or theft that occurs while a test kit is signed out to you. Follow procedures for checking out test kits from the department. Each time you check out a test kit, you should ensure that all necessary items are present and intact. Please notify me immediately if you find a problem with the test kit. Failure to do so will result in your being charged for the missing item or a new test kit. Additionally, although your site and university supervisors will be aware of the names of the children and family with whom you work, whenever you are discussing the cases in class, you should use fictitious names. You should also use a pseudonym in order to protect the confidentiality of those you serve. Test record forms, reports, and all other information about volunteers should be treated with strict confidentiality. Materials left for the instructor in mailboxes **must be in envelopes.** Violation of any of these guidelines may lead to prompt dismissal from the course.

### **Written Consent and Assent**

Each student **must** obtain written consent from the child's parent or legal guardian and assent from the child **prior** to testing. The student is responsible for obtaining a written consent form from the instructor for test administration **before** each scheduled testing session. These written forms and your conversations with these volunteers and/or clients must emphasize that you are a graduate student enrolled in a course at the University of Arizona and who is supervising you. It must also be clear that you will be discussing your cases with me and you will also be discussing the cases during class and/or group supervision meetings; however, during those conversations, you should use fictitious names or initials. You may NOT administer any test to your own siblings or children.

## ***Academic Integrity***

Students are encouraged to share intellectual views and discuss freely the principles and application of course materials. However, all graded requirements (exams, written assignments) must be executed independently (unless directed otherwise). Also, reproduction of anyone else's work, in part or in its entirety, is considered **plagiarism**; this, cheating, and other aspects of academic misconduct are covered under the UA academic code as described in the General Academic Manual. **Students are highly encouraged to read the UA code of academic integrity as it appears at: <http://dos.web.arizona.edu/uapolicies/>.**

## ***Professional Behavior***

Participation in fieldwork requires adherence to standards of professional behavior as well as stable mental and physical health, which includes your appearance. All students are expected to adhere to NASP Principles for Professional Ethics and Arizona laws of practice. You must wear professional clothing and shoes. Smoking is prohibited. You will be rated on the following skills: respect for human diversity, communication skills, effective interpersonal relations, ethical responsibility, adaptability, and initiative and dependability. If at any time a concern regarding professional behavior comes up through evaluation or is brought up by your field supervisor, a written remediation plan will be put in place. If the concern persists and/or you cannot be placed with a field supervisor due to professional behavior or health concerns, you will be unable to complete this course.

## ***Laptop computers***

While our books will be a helpful source of knowledge and information, lecture notes and class discussion are invaluable for your success in this course. Please be respectful to me and to the students around you by not using your laptop for purposes unrelated to lecture and our class discussion. Laptops can be helpful in taking notes for some students. However ***the use of laptop computers during class to text, check email, Facebook, surf the internet, or other unrelated tasks will not be tolerated and will result in a 10 point deduction in participation grade per class.***

## **Cell Phones**

Please turn off cell phones during class. If you have a family situation/emergency that requires use of a cell phone, please notify the instructor in advance.

## ***Office hours***

I am more than happy to meet with students during my office hours or by appointment. Email is the best way to contact me to ask a question or schedule an appointment, as well as in person after class. I am here to serve as a resource and help further your knowledge and skills. I look forward to working with each of you this semester!



### ***Respect for Others***

Discussions should take place within a context of academic inquiry and in the spirit of learning about diverse perspectives and experiences. Please do not interrupt other students or attack them personally. Please be respectful of others' experiences and opinions.

### ***Elective Name/Pronoun Usage***

This course supports elective gender pronoun use and self-identification; rosters indicating such choices will be updated throughout the semester, upon student request. As the course includes group work and in-class discussion, it is vitally important for us to create an educational environment of inclusion and mutual respect.

### ***Students requiring accommodation for disabilities***

If you anticipate issues related to the format or requirements of this course, please contact me as soon as possible. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (520-621-3268, [drc.arizona.edu](mailto:drc.arizona.edu)) as well as to notify me of your eligibility for reasonable accommodations. We can then plan together how best to coordinate your accommodations.

### ***Policy against plagiarism***

While plagiarism is sometimes unintentional, it is considered cheating and students should be aware of how to appropriately provide citations and reference the work of others to avoid plagiarism. University policy regarding plagiarism may be found in the Student Code of Academic Integrity at <http://dos.web.arizona.edu/uapolicies>

### ***Policy against threatening behavior by students***

University policy regarding behavior by students may be found at [policy.web.arizona.edu/~policy/threaten.shtm](http://policy.web.arizona.edu/~policy/threaten.shtm)

### **Tracking Hours for Field/Practicum/Externship Experiences and State Licensure**

PhD students wishing to seek AZ licensure must complete a form at the outset of each semester for every site in which practicum/field work hours will be accumulated. They must also secure the primary (usually the site) supervisor's signature as well as his/her approval on other relevant forms. It is the **student's** responsibility to secure a plan for experiences at each site and all necessary signatures, as well as to assure that his/her plan is then filed with other practicum/field work documents. These forms are entitled *Supervised Pre-Internship Experience Verification* as well as *Educational Institution Pre-Internship Supervised Experience*. This will entail generation of a Written Training Plan for each student.

## **PhD Program Competencies that correspond to this course include:**

Competency 1.2a.1 Students are expected to address issues of cultural diversity in the selection of psychological tests, interpretation of assessment data, and communication of findings taking into account the examinee's cultural background.

Competency 2.1a.1 Students are expected to demonstrate appropriate decision-making skills in the selection of assessment techniques to answer referral questions.

Competency 2.1b.1 Students are expected to demonstrate their ability to define and/or diagnose learning, behavioral, and emotional problems.

Competency 2.2a.1 Students are expected to demonstrate adequate skills for recommending accommodations or interventions based on the referral questions and assessment findings.

Competency 2.2b.1 Students are expected to demonstrate adequate skills in designing and/or implementing interventions based on the referral questions, assessment findings, and evidence-based practices.

Competency 2.3a.1 Students are expected to collect relevant data regarding the effectiveness of interventions and make appropriate modifications to interventions as needed.

**Standards:** In a 2003 edition of the APA Monitor, an American Psychological Association task force, called "for APA to step up its efforts in early-childhood education and care." The didactic and practicum components of this course are consistent with the recommended action of that task force: "Advance the preparation of psychologists to provide services to children, families, teachers and early-education and care settings."

The goals and objectives are most appropriately aligned with the following National Association of the Education of Young Children (NAEYC) and National Association of School Psychologists (NASP) Standards:

### **NAEYC**

**Standard 1. Promoting Child Development and Learning:** "Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children."

**Standard 2. Building Family and Community Relationships:** "Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning."

**Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families:** "Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning."

## **NASP**

### **2.1 Data-Based Decision Making and Accountability**

School psychologists have knowledge of varied models and methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

### **2.3 Interventions and Instructional Support to Develop Academic Skills**

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skill.

**2.4 Interventions and Mental Health Services to Develop Social and Life Skills:** “School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

**2.7 Family-School Collaboration Services:** “School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.”

**2.8 Student Diversity in Development and Learning:** “School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs. “

### **2.10 Legal, Ethical, and Professional Practice**

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed

for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Tentative Schedule  
SERP 602  
Spring 2017

Date	Topic	Readings	Assignments/Activities
1/11/17	Introduction/Course Overview		
1/18/17	Historical, procedural, practical, and multicultural issues in evaluating young children	<i>Required:</i> 1) <b>Kelly &amp; Surbeck</b> (2007) Ch 1: History of Preschool Assessment (pp 3-28) From Psychoeducational Assessment of Preschool Children, 4 <sup>th</sup> Edition 2) <b>Brassard &amp; Boehm</b> Ch 2: <i>A Multifactor Ecocultural Model of Assessment and the Assessment Process</i> 3) <b>Bagnato</b> Chapter 1: <i>What are professional standards for preschool assessment</i> and Ch 2: <i>How can authentic assessment prevent the mismeasure of young children?</i>	Activities: Review DAY-C  Assignments: Bring draft of Early Childhood Practicum Plan  Parenting book selection due
1/25/17	Observation/Interview  Child development – Review  DAY-C	<i>Required:</i> 1) <b>Brassard &amp; Boehm</b> Ch. 4: <i>Observing of the Child</i> 2) <b>Bracken (2007)</b> Chapter 5 <i>Clinical Observation of Preschool Assessment Behavior</i> 3) <b>Bagnato</b> Ch 3 <i>What are the foundations for authentic assessment of typical and atypical early development?</i> 3) <i>DAY-C Manual</i> Review: 4) AZ Infant and Toddler Developmental Guidelines	Activities: Checkout Bayley to review for next week  Assignment: <b>Early Childhood Practicum Plan Due</b>  Parenting book selection due
2/1/17	Assessment of Infants and Toddlers  Bayley Scales of Infant Development	1) <b>Mowder, Rubinson, &amp; Yasik</b> Chapter 4 2) IDEA Part C Regulations 3) AZ Help for Early Learning Professionals 4) Bayley Manual	Activities: Review Bayley Administration Video
2/8/17	Developmental Delay/Preschool Special Education  Preschool Screening	1) IDEA Part B Regulations 2) AZ Help for Early Learning Professionals 3) <b>Brassard &amp; Boehm</b> Chapter 6: <i>Screening Practices and Procedures: A Focus on Developmental Procedures</i> 4) <b>Bracken (2007)</b> Chapter 7, <i>Assessment of Early Academic Learning</i> (pp. 137-154) 5) NAEYC Position Statement: <i>Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through 8.</i> 6) NASP Position Statement: <i>Early Childhood Services</i>	Activities: Review Bayley Administration Video Checkout Battelle to Review for next week  Assignment: Low Incidence Disabilities Topic/Reading Due

2/15/17	Play Assessment  Battelle Developmental Inventory	<p>1) <b>Vance &amp; Ryalls</b> (2008). Best Practices in Play Assessment and Intervention. From: <i>Best Practices in School Psychology V</i></p> <p>2) <b>Athanasiou</b> (2007) Chapter 11: Play-Based Approaches to Preschool Assessment (pp 219-238). From <i>Psychoeducational Assessment of Preschool Children</i>, 4<sup>th</sup> Edition</p> <p>3) Battelle Manual</p> <p>4) AZ Help for Early Learning Professionals <i>Optional:</i></p> <p>1) <b>Russ, Fiorelli, &amp; Spannagel</b> (2011). Chapter 1: Cognitive and Affective Processes in Play. From: <i>Play in Clinical Practice</i></p> <p>2) <b>Short, Noeder, Gorovoy, Manos, &amp; Lewis</b> (2011) Chapter 11: The importance of play in both the assessment and treatment of young children. From: <i>Play in Clinical Practice</i></p>	<p>Activities: Review Battelle Administration</p> <p>Assignment: Reason for referral/Baseline data for Intervention Case due for review</p>
2/22/17	NASP No Class		
3/1/17	Working with Families/Parenting  Parenting Book Presentation Due	<p>1) McWilliams Chapter 4: <i>Coordinating Services with Families</i>, Chapter 5: <i>Talking to Families</i>, Chapter 6: <i>Working with Families from Diverse Backgrounds</i></p>	<p>Assignment: <b>Parenting book presentation due</b></p> <p><b>Bayley/BDI Report (with/Protocol &amp; Critique) Due</b></p>
3/8/17	Behavioral Assessment and Intervention  Parenting Book Presentation (cont. if necessary)	<p>1) <b>McEvoy, Nelson, &amp; Reichle</b> (2004) Ch 9: <i>Functional Behavioral Assessment in Early Education Settings</i> (pp. 236-261) From <i>Assessing Infants and Preschools</i></p> <p>2) <b>Gimpel &amp; Holland (2003) Ch 1: Introduction to Behavioral, Social, and Emotional Problems of Young Children</b> and one other chapter to be assigned and reported on in class. <i>optional</i></p> <p>3) <b>Bagnato</b> Ch 9: <i>How can we do Functional Behavioral Assessment with Preschoolers?</i> Ch 10: <i>What are proper approaches to detect, classify, and intervene for temperament and self-regulatory behavior problems in young children?</i></p>	<p>Activities: Check out DAS 2/WPPSI/KABC-II to review</p> <p>Assignment: <b>Practicum Log/Hours summary due</b></p>
3/15/17	Spring Break – No Class		Review K-ABC 2/DAS 2/WPPSI
3/22/17	Cognitive Assessment and Intervention DAS-2/KABC 2/WPPSI	<p>1) <b>Brassard &amp; Boehm</b> Ch 11: <i>Cognitive Assessment</i></p> <p>3) DAS-2 Early Years Manual</p> <p>4) K-ABC-II Manual</p> <p>5) WPPSI Manual</p> <p>Optional: Related Essentials books</p>	Activities: Review DAS 2/K-ABC 2/WPPSI
3/29/17	Cognitive Assessment and Intervention DAS-2/KABC 2/WPPSI	<p>1) <b>Brassard &amp; Boehm</b> Chapter 12: <i>Assessment of Mental Retardation</i></p> <p>2) <b>Bagnato</b> Ch 8: <i>How can we effectively assess for severe disabilities?</i></p> <p>3) DAS-2 Early Years Manual</p> <p>4) K-ABC-II Manual</p> <p>5) WPPSI Manual</p>	Activities: Review DAS 2/K-ABC 2/WPPSI

4/5/17	Academic Assessment, School Readiness, and Intervention  Student Presentations: Low Incidence Disabilities	1) <b>Brassard &amp; Boehm</b> Ch 7: <i>Assessment of Early Academic Learning</i> & Ch 10: <i>Assessment of Language Development</i> 2) Readings as assigned by presenters	Assignment: <b>Low Incidence Disabilities Presentation Due</b>
4/12/17	Adaptive Assessment and Intervention Vineland  Student Presentations: Low Incidence Disabilities	1) <b>Gilliam &amp; Leiter</b> (2003) Evaluating Early Childhood Programs 2) Best Practices Chapter 37 3) Vineland Manual 4) Readings as assigned by presenters	Activity: Review Vineland Interview; Peer editing Assignments: Developmental Assessment Report DRAFT due for review in class (hard copy please)
4/19/17	Assessment and Intervention with Individuals with Autism  Student Presentations: Low Incidence Disabilities	1) <b>Brassard &amp; Boehm</b> Chapter 13: <i>Assessment of Autism Spectrum Disorders</i> 2) <b>Smith, T.</b> (2012). <i>Making inclusion work for students with autism spectrum disorders: An evidence-based guide.</i> Ch 2 3) DSM V Diagnostic Criteria for Autism 4) Readings as assigned by presenters	Assignments: Academic/Behavioral Intervention DRAFT presentation due
4/26/17	Academic/Behavioral Intervention Case Presentations		Assignments: <b>Academic/Behavioral Intervention Case Presentations/Summary</b>  <b>Developmental Assessment Report due</b>
5/3/17	Academic/Behavior Interventions Case Presentations		
5/10/17	Exam Week - Additional Presentations if necessary.		Assignments: <b>Final practicum log/hours summary due</b>

**\*\*\*The information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.**