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HFD 413.01: Assessment and Family Gathering

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ASSESSMENT AND FAMILY INFORMATION GATHERING

Dept. Name -	Human and Family Development
Course Number -	HFD 413
Total Credits -	4 Semester Credits
Building/Room -	Skaggs Room 246
Time/Day -	4:10 – 6:00 Tuesday, Thursday
Facilitator -	Susie Morrison Skaggs Building Room 370 243-5763
Office Hours -	Please make an appointment

Course Description:

This course will prepare students with a foundation of knowledge and practical experience in the area of child assessments and family information gathering. Students will gain a foundation of knowledge and applied skills in observing, screening, assessing, and evaluating young children; gathering and sharing information in collaboration with families; identifying and advocating for early intervention services; and developing in collaboration with families, early intervention program plans for young children with disabilities. The course will primarily focus on children birth through three years of age. Practical and observational exercises will be embedded within the course framework. Guest instructors from various departments at the University and experts in the community will present information on their areas of expertise. The basic assumption of this course is that the learning results from a continuing process of discourse and application. Within the course, there are both opportunities and responsibilities. Your opportunity is to learn. Your responsibilities are to maximize your learning from the course, (i.e. improve your intellectual understanding), maximize the learning of your classmates, and adhere to the course requirements.

Course Requirements

1. **Master the basic competencies.** You are expected to know more after taking this course than you did before.
2. **Think critically about the course content and topics** in order to achieve understanding and insights.
3. **Explain precisely to class members your learnings, insights, and conclusions.**
4. **Ask others to share their knowledge, conclusions, and insights** with you. When they do, listen carefully.
5. **Engage in intellectual controversy.**
6. **Complete all of your reading before class** so that you are ready to actively use and apply the information. You cannot deprive class members of their opportunity and obligations to help you improve your understanding, conclusions, and insights.

7. **Plan to apply what you have learned to improve the quality of your work and personal life.**
8. **You are required to come to class.** A portion of your final grade is based on attendance. Attendance will be taken each class period.
9. **If it appears that you have come to class unprepared (not reading required readings or completing assignments) you may be given an unannounced quiz.**
10. **If you miss a class, either excused or unexcused, you will need to obtain the assignment for that class day and complete it by the next class session (you must complete the assignment, even if students who attended class did not do the assignment).**
11. **You will receive an incomplete in the course until all assignments and exams are completed.**
12. If you have more than **three unexcused absences, you will lose one letter grade off your final grade. If you have more than five unexcused absences, you will receive an F in the course.**
13. **If you are a student with an identified disability, it is your responsibility to inform me at the outset of this course of the disability and the way (s) in which I may be able to accommodate your needs. I will consult with Disabled Student Services and arrange for the needed accommodations.**

ATTENDANCE POLICY

1. You are required to come to each scheduled class period. A portion of the course grade is based upon your attendance. Attendance will be taken each class period.
2. **If you miss a class, either excused or unexcused, you will need to contact Susie Morrison and obtain that day's assignment, as well as, the applied work that was done in class. You will need to make up all in-class assignments (hint – they are always easier to do in class as a group, as opposed to doing them by yourself.)** The applied work assignments will be graded on a pass (1)/fail (0) basis and will contribute to a significant portion of your grade. You will receive an incomplete in the course until the applied assignments are made up. You are responsible for getting copies of the handouts from Susie Morrison or making your own copies of handouts from your peers.
3. **If you have more than three unexcused absences (hint – you did not notify Susie Morrison), you will lose one letter grade off of your final grade. If you have more than five unexcused absences, you will receive an F for the course.**

Course Calendar:

* Readings in required text
(FACPAC) Readings in FacPac

January

28^(Tuesday) Introduction

30^(Thursday) **Lecture 1: Philosophy and Conceptual Framework**

- (1) describe the main principles underlying the IFSP process and their impact on policy and procedure
- (2) identify the main steps that should be included in the IFSP process
- (3) describe the interconnections between child assessments and family information gathering

Required Readings

(FACPAC) McGonigel, M. (1991). **Philosophy and conceptual framework. Guidelines and recommended practices for the individualized family service plan** (pp. 7-14). Association for the Care of Children's Health.

(FACPAC) Hanft, B. (1989). **The changing environment of early intervention services: Implications for practice. Family-centered care: An early intervention resource manual** (pp. 1-3 - 1-11). American Occupational Therapy Association.

February

4^(Tuesday) **Lecture 2: Effective Communication Between Parents and Professionals**

- (1) describe the attitudinal, perceptual, and cultural barriers to communication
- (2) identify and actively utilize the five critical communication skills

- (3) demonstrate quality interpersonal interactions between parents and professional by actively listening to their concerns, priorities, and desires, sharing your concerns, priorities, and desires, and by working together to develop a common goal

Required Readings

* Bailey, D. B. & Simeonsson, R. J. (1988). **Effective communication between parents and professionals.** Family assessment in early intervention (pp. 207-228). Columbus, OH: Merrill.

6 ^{Feb.} (Thursday)

Lecture 3: The Family-Focused Interview

- (1) describe the rationale for using interviewing as a technique for gathering family information
- (2) design a family-focus interview utilizing effective questions that will obtain the pertinent/relevant information necessary for assessment and program planning
- (3) conduct a family-focused interview and utilize the information gathered in the interview to help set outcomes/goals/objectives
- (4) identify the strengths and weaknesses of the four main types of questions
- (5) identify and plan for the eight dimensions of the social situation that may impact the family-focused interview
- (6) identify and correctly utilize the five main types of descriptive questions
- (7) describe and be able to utilize content questions

Required Readings

* Bailey, D. B. & Simeonsson, R. J. (1988). **The family-focused interview: An assessment measure and goal-setting mechanism.** Family assessment in early intervention (pp. 185-205). Columbus, OH: Merrill.

(FACPAC) Bailey, D. B. (1991). **Building positive relationships between professionals and families.** Guidelines and recommended practices for the individualized family service plan (pp. 29-38). Association for the Care of Children's Health.

(FACPAC) Winton, P. J. & Bailey, D. B. (1990). **Early intervention training related to family interviewing.** Topics in Early Childhood Special Education, 10(1), 50-62.

Lecture 4: Assessment and Its Importance in Early Intervention

- (1) identify the legal basis for assessment procedures
- (2) define eligibility in general terms
- (3) describe eligibility criteria for Montana
- (4) identify and be able to explain in simple terms Part H regulations pertaining to assessment
- (5) aware of IDEA definitions of disabilities
- (6) identify and be able to explain in simple terms Part B regulations pertaining to assessment
- (7) identify the decisions, measurement practices, and relevant questions that are asked when utilizing the following assessment types: screening, child find, diagnostic, placement, instructional program planning, eligibility, service deliver, and monitoring
- (8) describe the five barriers to child assessment
- (9) describe and utilize the six characteristics of effective child assessment
- (10) describe the rationale for and conduct assessments utilizing multiple sources and multiple measures in multiple contexts at multiple points in time

Required Readings

* McLean, M. (1996). **Assessment and its importance in early intervention/early childhood special education.** In M. McLean, D. B. Bailey, Jr., & M. Wolery (Eds.), Assessing infants and preschoolers with special needs (2nd ed., p. 1-22). Englewood Cliffs, NJ: Prentice-Hall.

(FACPAC) Sheehan, R. & Sites, J. (1990). **Implications of P. L. 99-457 for Assessment.** Topics in Early Childhood Special Education, 8(4), 103-115.

(FACPAC) Hayes, A. (1990). **The context and future of judgment-based assessment.** Topics in Early Childhood Special Education, 10(3), 1-12.

(FACPAC) Fleischer, K. H., Belgredan, J. H., Bagnato, S. J., & Ogonoshy, A. **An overview of judgment-based assessment.** Topics in Early Childhood Special Education, 10(3), 13-23.

(FACPAC) Lelaurin, K. (1990). **Judgment-based assessment: Making the implicit explicit.** Topics in Early Childhood Special Education, 10(3), 96-110

Lecture 5: Tests and Test Development

- (1) describe what test standardization is and why it is important
- (2) identify the primary considerations in determining test content
- (3) describe why statistical criteria are essential in developing tests
- (4) identify what norm-referenced tests are and what the scores on these tests enable you to conclude
- (5) describe what a normative group is and why it is important to consider in evaluating the usefulness of a norm-referenced test
- (6) identify the four types of norm-referenced scores and what they yield
- (7) define and identify why professionals sometimes utilize extrapolated scores
- (8) describe the strengths and concerns with using norm-referenced scores for evaluating progress
- (9) identify what criterion-referenced tests are and what the scores on these tests enable you to conclude
- (10) describe the advantages of criterion-referenced tests
- (11) identify the strengths and the pitfalls of using criterion-referenced scores to evaluate progress
- (12) identify what curriculum-referenced tests are and what the scores on these tests enable you to conclude
- (13) define test reliability
- (14) describe possible sources of error in measurement and the impact that they may have
- (15) identify where information on test reliability is located
- (16) describe the various ways to assess test reliability
- (17) describe the strengths and weaknesses of tests utilizing information on test reliability
- (18) utilize information regarding test reliability to make decisions regarding measurement selection
- (19) define test validity
- (20) identify and describe the differences between the four types of validity
- (21) identify where information on test validity can be located
- (22) utilize information regarding test validity to make decisions regarding measurement selection
- (23) regarding measurement selection

Required Readings

* Bailey, D. B., Jr., & Nabors, L. A. (1996). **Tests and test development**. In M. McLean, D. B. Bailey, Jr., & M. Wolery (Eds.), Assessing infants and preschoolers with special needs (2nd ed., pp. 22-45). Englewood Cliffs, NJ: Prentice-Hall.

(FACPAC) McCloskey, B. (1990). **Selecting and using early childhood rating scales.** Topics in Early Childhood Special Education,10(3), 39-64.

18^{Feb. (Tuesday)}

Lecture 6: Curriculum-Based Assessments

- (1) describe the various types of curriculum-based assessment measures
- (2) become familiar with normal developmental curriculum-based assessment scales
- (3) become familiar with adaptive curriculum-based assessment measures
- (4) become familiar with curriculum-based assessment scales specifically designed for children with disabilities
- (5) become familiar with various curriculum referenced curriculum based assessment measures

Required Readings

(FACPAC) Bagnato, S. (1986). **Curriculum-based assessment for the young exceptional child: Rationale and review.** Topics in Early Childhood Special Education, 6(2), 97-110.

(FACPAC) Notari, A., & Bricker, D. (1990). **The utility of a curriculum-based assessment instrument in the development of individualized education plans for infants and young children.** Journal of Early Intervention, 14 (2), 117-132.

20^{Feb. (Thursday)}

Lecture 7: Procedural Considerations in Assessing Infants and Young Children

- (1) describe the importance of family/caregiver participation in assessment activities
- (2) describe, plan, and implement strategies for building collaborative relationships with parents/caregivers in the assessment process
- (3) describe the various models of collaboration and the relationship between team members during assessment, decision-making, and intervention
- (4) define and describe judgement-based assessments and when to appropriately use this method of information gathering
- (5) define and describe systematic observation and when to appropriately use this method of information gathering

- (6) define and describe play-based assessments and when to appropriate use this method of information gathering
- (7) describe what ecological assessments are and what information they provide
- (8) define and be able to identify examples of interactive assessments
- (9) define and be able to identify examples of authentic assessments

Required Readings

*McLean, M. & Crais, E. R. (1996). **Procedural considerations in assessing infants and preschoolers with disabilities.** In M. McLean, D. B. Bailey, Jr., & M. Wolery (Eds.), Assessing infants and preschoolers with special needs (2nd ed., pp. 46-68). Englewood Cliffs, NJ: Prentice-Hall.

(*FACPAC*) Katz, K. (1989). **Strategies for infant assessment: Implications of P. L. 99-457.** Topics in Early Childhood Special Education, 9(3), 99-109.

25^{Feb.} (Tuesday)

Lecture 8: Ensuring Cultural Competence in Assessment

- (1) identify the implications of diversity on the child assessment and family information-gathering process
- (2) define ethnic competence
- (3) identify personal and agency attributes that support ethnic competence
- (4) define the role of an interpreter
- (5) identify the skills that an effective interpreter will need
- (6) describe the pros and cons of using friends and family members and interpreters
- (7) identify strategies for working effectively with interpreters
- (8) identify and utilize guidelines and cultural considerations when gathering information
- (9) identify and utilize strategies for encouraging families to utilize identification and screening programs
- (10) identify and utilize guidelines for selecting appropriate screening methods
- (11) describe and utilize guidelines for encouraging family participation in the assessment process
- (12) identify and utilize the questions one should ask oneself when selecting assessment instruments and strategies
- (13) identify and utilize the strategies for supporting communication and understanding during the assessment process
- (14) identify and utilize strategies for interpreting and presenting assessment findings

- (15) based upon the assessment/information gathering finding

Required Readings

*Lynch, E. W. & Hanson, M. J. (1996). **Ensuring cultural competence in assessment.** In M. McLean, D. B. Bailey, Jr., & M. Worley (Eds.), Assessing infants and preschoolers with special needs (2nd ed., pp. 69-95). Englewood Cliffs, NJ: Prentice-Hall.

(FACPA) Santos de Barona, M. & Barona, A. (1991). **The assessment of culturally and linguistically different preschoolers.** Early Childhood Research Quarterly, 6, 363-376.

(FACPA) Hanson, M. J., Lynch, E. W., & Wayman, K. I. (1990). **Honoring the cultural diversity of families when gathering data.** Topics In Early Childhood Special Education, 10(1), 112-131.

27^(Thursday) Lecture 9: Child Find and Screening

- (1) define child find and the purpose it serves
- (2) define screening and the purpose it serves
- (3) identify tracking and the purpose it serves
- (4) describe the legal basis for child find
- (5) identify the components of a comprehensive child find program
- (6) describe the role of tracking in the early intervention system
- (7) define the at-risk and be able to describe the three categories of risk
- (8) identify what information monitoring instruments provide
- (9) describe guidelines to consider when conducting a screening
- (10) identify and utilize reliability and validity when selecting a screening instrument
- (11) identify representative screening instruments

Required Readings

*McLean, M. (1996). **Child find, tracking, and screening.** In M. McLean, D. B. Bailey, Jr., & M. Wolery (Eds.), Assessing infants and preschoolers with special needs (2nd ed., pp. 96-122). Englewood Cliffs, NJ: Prentice-Hall.

(FACPA) Bricker, D. & Squires, J. (1989). **The effectiveness of parental screening of at-risk infants: The infant monitoring questionnaires.** Topics in Early Childhood Special Education, 9(3), 67-85.

(FACPAC) Squires, J. K., Nickel, R., & Bricker, D. (1990). **Use of parent-completed developmental questionnaires for child-find and screening.** Infants and Young Children, 3(2), 46-54.

March

4^{March} (Tuesday)

Application Exam 1

6^{March} (Thursday)

Lecture 10: Sensory Assessments

- (1) identify the risk factors for hearing loss
- (2) identify the signs that a physical problems with the ear or an associated hearing loss may exist
- (3) describe the three factors used to define a hearing loss
- (4) describe the functions of an audiological screening and the professionals qualified to conduct them
- (5) identify the two primary pieces of information that an audiological assessment should provide
- (6) identify and describe the following types of audiological assessments: Behavioral observation testing; visual reinforcement audiometry; play audiometry; speech reception thresholds; impedance audiometry; and auditory brain-stem evoked response
- (7) describe the role of early intervention personnel in the assessment of auditory functioning
- (8) define visual acuity
- (9) accurately describe what various visual acuity findings mean in regards to functional vision
- (10) define and identify the differences between partially sighted, legally blind, and adventitiously blind
- (11) define minimal discriminatory distance
- (12) define amblyopia and its impact on vision
- (13) define strabismus and its impact on vision
- (14) identify the risk factors that place a child at risk for visual disability
- (15) identify behavioral and functional indices suggestive of a visual disorder
- (16) identify professionals who routinely assess visual capacity
- (17) identify the dimensions of an assessment of visual capacity
- (18) describe how the posterior chamber of the eye is examined for nonverbal and difficult-to-test children
- (19) describe what visual evoked response assessment is and when it is utilized
- (20) describe and identify several formal otype acuity measures
- (21) describe and identify several informal otype acuity measures

- (22) define visual efficiency
- (23) describe various ways to assess functional vision
- (24) describe the role of early intervention personnel in the assessment of visual functioning
- (25) identify the proximal sensory deficits that may be manifested by visually impaired children
- (26) identify the promixal sensory deficits that may be manifested by children with hearing impairments
- (27) identify the primary characteristics of children with regulatory disorders
- (28) identify characteristics of vestibular dysfunction
- (29) identify the characteristics of tactile dysfunction
- (30) identify the characteristics of proprioceptive dysfunction
- (31) identify the professionals who can conduct assessments of sensory motor functioning
- (32) describe the role of early intervention personnel in the assessment of sensory perception and integration

Required Readings

*Langley, M. B. (1996). **Screening and assessment of sensory functions.** In M. McLean, D. B. Bailey, Jr., & M. Wolery (Eds.), Assessing infants and preschoolers with special needs (2nd ed., pp. 123-164). Englewood Cliffs, NJ: Prentice-Hall.

(FACPAC) Madell, J. R. (1988). **Identification and treatment of very young children with hearing loss.** Infants and Young Children, 1(2), 20-30.

11 March (Tuesday)

Lecture 11: Neurobehavioral Assessment/Assessing Behavioral States

- (1) describe the rationale for Neurobehavioral assessments of newborns
- (2) identify the three dimensions of infant behavior that neonatal assessments address
- (3) identify the indicators of neurological integrity
- (4) describe the controversy surrounding assessing dimensions of the infant's caregiving context
- (5) be familiar with representative Neurobehavioral assessments and their intended purpose

Required Readings

*O'Donnell, K. J. (1996). **Neurobehavioral assessment of the newborn infant.** In M. McLean, D. B. Bailey, Jr., & M. Wolery (Eds.), Assessing infants and preschoolers with special needs (2nd ed., pp. 165-201). Englewood Cliffs, NJ: Prentice-Hall.

13 ^{March (Thursday)}

Lecture 12: Assessing Behavioral Characteristics

- (1) describe three dimensions of behavioral state
- (2) identify factors that can influence behavioral state
- (3) describe procedural considerations in assessing behavioral states
- (4) describe the relationship of behavioral states to language, social, motor, play, and cognitive skills
- (5) describe the rationale for assessing behavioral cues, styles, and characteristics
- (6) identify three considerations for assessment of child characteristics
- (7) be familiar with the representative measures and procedures
- (8) translate assessment information into functional intervention goals
- (9) describe the relationship of behavioral characteristics to language, play, social, motor, and cognitive skills

Required Readings

(FACPAC) Beckman, P. J., Thiele, J. E., Pokorni, J. L., & Balzer-Martin, L. (1986). **Stability of behavioral characteristics in preterm infants.** Topics in Early Childhood Special Education, 6(2), 57-67.

(FACPAC) Blackburn, S. (1978). **State organizations in the newborn: Implications for caregiving.** In K. E. Barnard, S. Blackburn, R. Kang, & A. L. Spietz (Eds.), Early parent-infant relationships (Series 1, Module 3). March of Dimes. (pp. 2-113 – 2-120).

18 ^{March (Tuesday)}

Lecture 13: Assessing Environments

- (1) identify three reasons for conducting environmental assessments
- (2) identify and describe the various dimensions of environments that should be considered when assessing classrooms and centers
- (3) identify and describe the various dimensions of environments that should be considered when assessing homes

- (4) identify and describe the various dimensions of environments that should be considered when assessing hospital settings
- (5) identify published guidelines that are available to assess environments
- (6) describe the pros and cons of conducting environmental assessments
- (7) identify and describe four strategies for assessing environments
- (8) be familiar with representative methods and instruments for assessing classroom/center environments
- (9) be familiar with representative methods and instruments for assessing home environments
- (10) be familiar with representative methods and instruments for assessing hospital environments
- (11) integrate information from environmental assessments with other assessment data and when developing and revising program plans

Required Readings

* Karp, J. M. (1996). **Assessing Environments**. In M. McLean, D. B. Bailey, Jr., & M. Wolery (Eds.), Assessing infants and preschoolers with special needs (2nd ed., pp. 234-267). Englewood Cliffs, NJ: Prentice-Hall.

20 (Thursday)

Lecture 14: Assessing Cognitive Skills in Infancy

- (1) be familiar with the various perspective on the assessment of cognition
- (2) identify the behaviors typically sampled by cognitive assessments
- (3) identify and describe the four scales of measurement typically used in assessment
- (4) describe why the stability of cognitive development is important
- (5) identify the five assumptions that must be met for assessment information to be valid and reliable
- (6) identify and describe factors important in cognitive assessment
- (7) identify and describe the two main approaches to cognitive assessment
- (8) describe the advantages of using naturalistic environments and play as a medium in the assessment of cognition
- (9) Identify the considerations that must be taken into account in test selection and administration
- (10) define and describe the differences between the terms evaluation and assessment
- (11) describe the two main attributes of norm-referenced measures
- (12) be familiar with the various norm-referenced scales
- (13) describe the caution in using norm-referenced assessments with children with severe and profound disabilities

- (14) be familiar with the various developmental scales and checklists (curriculum-based assessments, criterion-referenced assessments) that assess cognitive development
- (15) be familiar with the various cognitive scales available for children with disabilities
- (16) describe the convergent assessment model
- (17) conduct and analyze an assessment of the cognitive domain

Spring Break – March 24-28

Required Readings

*McCormick, K. (1996). **Assessing cognitive development.** In M. McLean, D. B. Bailey, Jr., & M. Wolery (Eds.), Assessing infants and preschoolers with special needs (2nd ed., pp. 268-304). Englewood Cliffs, NJ: Prentice-Hall.

(FACPAC) Boyd, R. D., Welge, P., Sexton, D., & Miller, J. H. (1989). **Concurrent validity of the Battelle Developmental Inventory: Relationship with the Bayley Scales in young children with known or suspected disabilities.** Journal of Early Intervention, 13(1), 14-23.

(FACPAC) Boyd, R. (1989). **What a difference a day makes: Age-related discontinuities and the Battelle Developmental Inventory.** Journal of Early Intervention, 13(2), 114-119.

(FACPAC) Cook, M. J., Holder-Brown, L., Johnson, L. J., & Kilgo, J. L. (1989). **An examination of the stability of the Bayley Scales of Infant Development with high-risk infants.** Journal of Early Intervention, 13(1), 45-49.

(FACPAC) Shelton, T. L. (1989). **The assessment of cognition/intelligence in infancy.** Infants and Young Children, 1 (2), 1-14.

April

1 April (Tuesday)

Application Exam II

3 April (Thursday)

Lecture 15: Assessing Motor Skills

- (1) identify the professionals who primarily conduct the assessment of motor skills in young children with or at-risk for motor delays

- (2) describe why it is important to assess the acquisition of various motor skills
- (3) describe the interaction between motor development and development in other domains such as cognition, communication, and social/emotional development
- (4) identify and describe the three types of assessment indices utilized when assessing motor skills
- (5) identify and describe the three areas that typically compromise the assessment of motor skills
- (6) identify and describe the procedural considerations that must be addressed when determining the appropriate tool or method for assessing motor skills
- (7) identify and describe the representative methods for assessing motor skills
- (8) be familiar with the various assessment tools and methods utilized for assessing motor skills
- (9) describe why there are sometimes problems using developmental scales to determine whether or not intervention has been effective
- (10) identify and describe the three types of approaches used to determine goals related to motor performance
- (11) conduct and analyze an assessment of the motor domain

Required Readings

*Harris, S. R. & McEwen, I. R. (1996). **Assessing motor skills**. In McLean, M., Bailey, D. B., Jr., & Wolery, M. (Eds.), Assessing infants and preschoolers with special needs (pp. 305-333). Englewood Cliffs, NJ: Prentice Hall.

(**FACPAC**) Haley, S. M., & Baryza, M. J. (1990). **A hierarchy of motor outcome assessment: Self-initiated movements through adaptive motor function**. Infants and Young Children, 3(2), 1-14.

8^{April} (Tuesday)

Lecture 16: Assessing Communication Skills

- (1) describe the rationale for assessing communication skills in young children
- (2) define communication, language, and speech
- (3) define phonology, syntax, semantics, and pragmatics
- (4) identify and describe the relationships between communication and other communication related domains (hearing, symbolic play, social, motor, and cognition)
- (5) identify the concerns related to traditional assessment approaches
- (6) describe an ecological approach to assessment

- (7) describe why professionals should be sensitive to social, cultural, linguistic, and ethnic characteristics of the families they serve when they assess communication skills
- (8) describe the importance and role of parents/caregivers participation in the assessment of communication skills
- (9) define augmentative/alternative communication and identify typical variability for consideration in determining candidacy for augmentative/alternative communication
- (10) identify the communication skills to assess in the preverbal child
- (11) identify the communication skills to assess in the verbal child
- (12) be familiar with the traditional standardized tests of communication
- (13) be familiar with the most frequently used tools and methods for assessing communication skills
- (14) conduct and analyze a communication sample
- (15) utilize a communication decision tree to make determinations about intervention
- (16) identify and describe intervention guidelines for children with communication difficulties/disorders

Required Readings

*Crais E. R., Roberts, J. E. (1996). **Assessing communication skills.** In McLean, M., Bailey, D. B., Jr., & Wolery, M. (Eds.), Assessing infants and preschoolers with special needs (pp. 334-397). Englewood Cliffs, NJ: Prentice-Hall.

(FACPAC) Salisbury, C. L., Britzman, D., & Kang, J. (1989). **Using qualitative methods to assess the social-communicative competence of young handicapped children.** Journal of Early Intervention, 13(2), 153-164.

(FACPAC) Rossetti, L. (1991). **Communication assessment: Birth to 36 months.** ASHA, 4, 45-46.

10^{April} (Thursday)

Lecture 17: Assessing Social Skills

- (1) identify the primary tasks of social development of infants and young children
- (2) identify and describe the dimension of social interaction assessments
- (3) identify and describe the procedural considerations in assessing social interaction
- (4) identify and describe the strengths and concerns with the various methods for assessing social performance
- (5) be familiar with the various assessments used to assess social performance

- (6) describe the various methods/tools for screening social interaction
- (7) describe the various methods/tools for diagnosing social interaction difficulties
- (8) describe the various methods for developing program plans related to social interaction difficulties
- (9) describe the various methods for monitoring the social interaction intervention programs
- (10) identify and describe the various methods for evaluating social interaction programs

Required Readings

*Odom, S. L., & Munson, L. J. (1996). **Assessing social performance.** In M. McLean, D. B. Bailey, Jr., & M. Wolery (Eds.), Assessing infants and preschoolers with special needs (2nd ed., pp. 398-434). Englewood Cliffs, NJ: Prentice Hall.

15 April (Tuesday)

Lecture 18: Assessing Play Skills

- (1) describe the rationale for assessing play skills
- (2) define play and aspects of play that are central to include in the definition
- (3) identify the three primary tactics that were analyzed in descriptive studies of play
- (4) identify the three basic functions to early childhood special education that were generated from the descriptive studies of play
- (5) define developmentally appropriate practice (DAP) and explain why it emerged
- (6) describe the advantages of using play to assess for eligibility
- (7) identify the goals regarding play that are central to intervention planning
- (8) be familiar with the various assessment tools available for assessing play skills
- (9) conduct and analyze a play assessment instrument
- (10) describe the limitations of the current play assessment instruments

Required Readings

* Lifter, K. (1996). **Assessing play skills.** In M. McLean, D. B. Bailey, Jr., & M. Wolery (Eds.), Assessing infants and preschoolers with special needs (2nd ed.) (pp. 435-461). Englewood, NJ: Prentice-Hall.

(FACPAC) Fewell, R. R. & Kaminiski, R. (1989). **Play skills development and instruction for young children with handicaps.** In S. L. Odom & M. B. Karnes (Eds.), Early intervention for infants and children with handicaps: An empirical base (pp. 145-158). Baltimore, MD: Paul H. Brookes.

(FACPA) Linder, T. (1990). **Traditional assessment and transdisciplinary play-based assessment: A comparison.** Transdisciplinary play-based assessment: A functional approach to working with young children (pp. 9-21). Baltimore, MD: Paul H. Brookes.

(FACPA) Linder, T. (1990). **Play assessment and transdisciplinary process: Why each is important.** Transdisciplinary play-based assessment: A functional approach to working with young children (pp. 23-37). Baltimore MD: Paul H. Brookes.

17^{April} (Thursday)

Lecture 19: Assessing Adaptive Skills

- (1) describe the rationale for including assessments that look at adaptive behavior
- (2) define adaptive behavior
- (3) identify the characteristics of adaptive behavior that have implication for the assessment process
- (4) describe why it is important to consider the contextual nature of adaptive behavior
- (5) identify the competencies that are necessary for individuals conducting adaptive behavior assessments
- (6) define low frequency behaviors and describe their importance when assessing adaptive behavior
- (7) identify and describe adaptive behaviors that require physiological maturity and learned behavior
- (8) identify and describe the various procedures for assessing adaptive behavior development
- (9) be familiar with the various instruments for assessing adaptive development
- (10) identify and describe the assessment issues within each subdomain of adaptive behavior development (self-care, toileting, eating, community self-sufficiency, person-social responsibility, and social adjustment)
- (11) conduct and analyze an assessment of adaptive behavior

Required Readings

* Horn, E. M. & Chidre, A. (1996). **Assessing adaptive behavior.** In M. McLean, D. B. Bailey, Jr., & M. Wolery (Eds.), Assessing infants and preschoolers with special needs (2nd ed., pp. 462-490). Englewood Cliffs, NJ: Prentice-Hall.

22 April (Tuesday)

Lecture 20: Assessment Write-ups

- (1) write an accurate report from intervention planning assessments that links assessment data
- (2) identify and describe the information needed to plan meaningful intervention programs
- (3) identify and describe the general guidelines for translating assessment results into intervention plans
- (4) identify and describe the three steps involved in identify intervention goals
- (5) develop relevant/functional intervention goals based on assessment data
- (6) define task analysis
- (7) accurately task analyze several skills
- (8) identify and describe the steps for conducting task analyses

Required Readings

* Wolery, M. (1996). **Using assessment information to plan intervention programs.** In M. McLean, D. B. Bailey, Jr., & M. Wolery (Eds.), Assessing infants and preschoolers with special needs (2nd ed., pp. 491-518). Englewood Cliffs, NJ: Prentice-Hall.

(FACPAC) Hutingner, P. L. (1990). **Linking screening, identification, and assessment with curriculum.** In J. B. Jordan, J. J. Gallagher, P. L. Hutingner, & M. B. Karnes (Eds.), Early childhood special education: Birth to three (pp. 29-66). ERIC.

24 April (Thursday)

Lecture 21: Outcomes, Objectives and Developing an IFSP

- (1) identify and describe the primary components of an instructional objective
- (2) identify and describe the three general guidelines that should be following when selecting intervention strategies
- (3) identify intervention goals and translate them into instructional objectives
- (4) identify strategies and practices that can be used to address identified goals
- (5) identify the six general guidelines for implementing intervention plans
- (6) be familiar with what objectives are and what they are not
- (7) be able to describe the criteria by which outcomes will be measured

- (8) be able to describe the characteristics of strategies and activities in early intervention

Required Readings

* Bailey, D. B. (1988). **Considerations in developing family goals.** In D. B. Bailey & R. J. Simeonsson (Eds.), Family assessment in early intervention (pp. 229-249). Columbus, OH: Merrill.

(FACPAC) Kramer, S., McGonigel, M. J., & Kaufmann, R. K. (1991). **Developing the IFSP: Outcomes, strategies, activities, and services.** In National Early Childhood Technical Assistance System, Guidelines and recommended practices for the individualized family service plan (pp. 57-66). Association for the Care of Children's Health.

(FACPAC) Bailey, D. B. (1987). **Collaborative goal-setting with families: Resolving differences in values and priorities for services.** Topics in Early Childhood Special Education, 7(2), 59-71.

(FACPAC) Bailey, D. B., Winton, P. J., Rouse, L., & Turnbull, A. P. (1990). **Family goals in infant intervention: Analysis and issues.** Journal of Early Intervention, 14(1), 15-26.

29 (Tuesday)

Lecture 22: Gathering Family Information

- (1) be able to describe the rationale for gathering family information in early intervention
- (2) be familiar with barriers to effective information gathering
- (3) know the characteristics of effective information gathering
- (4) be able to describe the goals of family-focused intervention
- (5) be able to describe the steps in family-focused intervention
- (6) be able to describe core behaviors in family information gathering

Family Assessment

- (1) define family assessment
- (2) describe the concerns regarding assessment of families
- (3) identify and describe the legislative requirements for family assessment
- (4) Identify and describe the domains of family assessment
- (5) identify and describe general procedural considerations in family assessment
- (6) identify and describe the four types of family assessment strategies
- (7) effectively assess family resources, priorities, and concerns

- (8) identify the three primary ongoing questions to be asked in family assessment
- (9) actively listen to other individual
- (10) ask questions in an appropriate fashion
- (11) respond appropriately to comments and questions of others
- (12) identify and describe the five phases of a semi-structured interview
- (13) conduct, write-up, and analyze a semi-structured interview
- (14) identify and describe the various types of caregiver-completed surveys and rating scales

Gathering Information on Child Characteristics that Influence Family Functioning

- (1) identify the legal requirements for gathering information on child characteristics that influence family functioning
- (2) identify and describe relevant child characteristics and their effects on family
- (3) identify the three major considerations for gathering information on child characteristics
- (4) identify and describe the representative measures for gathering information on child characteristics
- (5) translate and integrate information gathered into functional early intervention goals.

Gathering Information on Family Strengths, Capabilities, Stresses, and Priorities

- (1) describe the rationale for measuring family stress and needs
- (2) be familiar with representative measures of stress
- (3) be familiar with representative measures of family needs
- (4) conduct and analyze information gained from stress measures
- (5) interpret the results and identify the core behaviors in parent strengths, needs, capabilities, and stresses
- (6) identify appropriate goals for intervention
- (7) integrate family strengths, capabilities, stresses, and needs into functional activities

Gathering Information on Critical Life Events

- (1) describe the rationale for gathering information on critical events
- (2) be familiar with stressful events associated with children who have special needs
- (3) describe procedural considerations when gathering information on life events

- (4) be familiar with representative procedures for gathering information on critical events
- (5) interpret the results and identify the core behaviors in relationship to critical life events
- (6) identify appropriate goals for intervention
- (7) integrate goals related to critical life events into functional activities

Required Readings

* Bailey, D. B. (1988). **Rationale and model for family assessment in early intervention.** In D. B. Bailey & R. J. Simeonsson (Eds.), Family assessment in early intervention (pp. 1-26). Columbus, OH: Merrill.

* Bailey, D. B. (1988). **Assessing family stress and needs.** In D. Bailey & R. J. Simeonsson (Eds.), Family assessment in early intervention (pp. 95-118). Columbus, OH: Merrill.

* Bailey, D. B. (1988). **Assessing critical events.** In D. B. Bailey & R. J. Simeonsson (Eds.), Family assessment in early intervention (pp. 119-138). Columbus, OH: Merrill.

(FACPAC) Bailey, D. B. & Balsco, P. M. (1990). **Parents' perspectives on a written survey of family needs.** Journal of Early Intervention, 14(3), 196-203.

(FACPAC) Summers, J. A., Dell'Oliver, C., Turnbull, A. P., Genson, H. A., Santelli, E., Campbell, M., & Siegel-Causey, E. (1990). **Examining the individualized family service plan process: What are family and practitioner preferences?** Topics in Early Childhood Special Education, 10(1), 78-99.

(FACPAC) Able-Boone, H., Sandall, S. R., & Fredrick, L. L. (1990). **An informed, family-centered approach to Public Law 99-457: Parental views.** Topics in Early Childhood Special Education, 10(1), 100-111.

May

1 ^{May} (Thursday)

Lecture 23: Gathering Information on Parent-Child Interaction

- (1) describe the rationale for gathering information on parent-child interaction
- (2) identify the key concepts for understanding parent-child interaction

- (3) identify the questions that must be addressed in planning the situational context of parent/child interaction assessment
- (4) describe the two levels of behavior that can be assessed in regards to parent/child interaction
- (5) identify and describe the three types of parent/child interaction assessment scales
- (6) identify the primary characteristics that a parent/child interaction scale should include
- (7) be familiar with the representative parent/child interaction scales
- (8) conduct and analyze at least one parent/child interaction scale
- (9) develop intervention goals based on the results of a parent/child interaction scale

Required Readings

* Huntington, G. (1989). **Assessing child characteristics that influence family functioning.** In D. B. Bailey & R. J. Simeonsson (Eds.), Family assessment in early intervention (pp. 45-64). Columbus, OH: Merrill.

* Comfort, M. (1989). **Assessing parent-child interaction.** In D. B. Bailey & R. J. Simeonsson (Eds.), Family assessment in early intervention (pp. 65-94). Columbus, OH: Merrill.

(**FACPAC**) Rosenberg, S. A., Robinson, C. C., & Beckman, P. J. (1986). **Measures of parent-infant interaction: An overview.** Topics in Early Childhood Special Education, 6(2), 32-43.

6^{May} (Tuesday)

Lecture 24: Gathering Information on Family Resources and Supports

- (1) describe the rationale for assessing family resources and supports
- (2) identify procedural considerations for gathering information on family resources and strengths
- (3) identify external and internal supports
- (4) be familiar with representative measures for gathering information on family resources and supports
- (5) interpret the results and identify the core behaviors in relation to family resources and supports
- (6) identify appropriate goals for intervention
- (7) integrate goals into functional activities

Required Readings

* Simeonsson, R. J. (1988). **Assessing family roles and supports.** In D. B. Bailey & R. J. Simeonsson (Eds.), Family assessment in early intervention (pp. 139-166). Columbus, OH: Merrill.

13^{May (Tuesday)} **FINAL EXAM**

Arrange time to meet with the Facilitator, Susie Morrison

Required Texts:

Bailey, D. B. & Simeonsson, R. J. (1990). Family assessment in early intervention. Columbus, OH: Merrill.

McLean, M., Bailey, D. B. Jr., & Wolery, M. (1996). Assessing infants and preschoolers with special needs (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.

Course Grading: Course grades will be determined on the following percentages:

- 5% Attendance
- 10% Core Skills
- 5% Journal
- 10% Group/Individual Assignments
- 20% Exams (3)
- 15% Family Information Gathering and Goal Writing Assignment
- 15% Write-up on 5 assessment instruments (minimum of 1 criterion referenced, 1 norm-referenced, 1 curriculum based)
- 15% Administration, Scoring, Write-up, and Self-evaluation of 6 assessments (minimum of 1 criterion-referenced, 1 norm-referenced, 1 naturalistic observation, 1 behavioral checklist, 1 play assessment, 1 parent report) (video-tape one of the assessments)
- 5% Outcome Assignment

Caveat

The above schedule and procedures in this course are subject to change in the event of extenuating circumstances. For those students who are taking the course for graduate credit, additional competencies will be assigned.