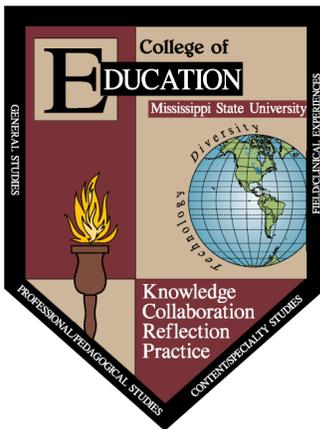


**MISSISSIPPI STATE UNIVERSITY  
COLLEGE OF EDUCATION**

**DEPARTMENT of COUNSELING and EDUCATIONAL PSYCHOLOGY  
COURSE SYLLABUS**

|                                    |   |
|------------------------------------|---|
| <b>Course Prefix &amp; Number:</b> | EPY 8123  |
| <b>Course Title:</b>               | Assessment of Infants, Toddlers, & Special Populations  |
| <b>Credit hours:</b>               | Three (3) semester hours  |
| <b>Type of Course:</b>             | Lecture, practicum  |
| <b>Catalog Description:</b>        | Legal and professional aspects involved in assessment of young children. Administration, interpretation, and decision making in evaluation of infants, toddlers, and difficult-to-assess populations. |

**College of Education Conceptual Framework:**



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

## **Course Objectives:**

After completing this course, the successful student will be able to:

1. To understand the school psychologist's role in the evaluation process in the five areas (physical, emotional, social, linguistic, and cognitive) and the implication of assessment results for mental health and future functioning and well-being. **(CFPO #1, 4, 5, 8, 9, 10, 11, 12; NASP Domain #2.1, 2.3, 2.4, 2.7, 2.8; Program Goal #1, 4; InTASC #1, 2, 3, 4, 5, 6, 7, 8, 9, 10)**
2. To develop essential student competencies in the administering, scoring and interpretation of assessment instruments administered to young children at-risk for developmental delays in physical, social, emotional, cognitive, linguistic, and adaptive domains including those from diverse backgrounds. **(CFPO #1, 2, 4, 8, 9, 10, 11, 12; NASP Domain #2.1, 2.2, 2.3, 2.4; Program Goal #1, 4; InTASC #1, 2, 3, 4, 5, 6, 9, 10)**
3. To understand the implications of typical and atypical developmental sequence of children from conception to six years of age (e.g., physical, adaptive, psychological/emotional, social, linguistic, cognitive/neurological development) in the assessment process. **(CFPO #1, 3, 4, 5, 8, 9, 10, 12; NASP Domain #2.1, 2.2, 2.3, 2.4, 2.5, 2.7; Program Goal #4; InTASC #1, 2, 3, 4, 6)**
4. To develop skills in consultation with parents and professionals such that the school psychologist can be effective in working with and on behalf of families of young children at-risk for developmental delays. **(CFPO #1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12; NASP Domain #2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10; Program Goal #2, 4; InTASC #4, 5, 6, 7, 8, 9, 10)**
5. To develop skills necessary for a school psychologist when working with a variety of agencies who provide services to these families and their children. **(CFPO #1, 2, 3, 4, 6, 7, 8, 9, 10, 12; NASP Domain #2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 2.9, 2.10; Program Goal #2, 4; InTASC #4, 5, 9, 10)**
6. To guide the student in writing competent and meaningful assessment reports. **(CFPO #1, 2, 3, 4, 6, 9, 11, 12; NASP Domain #2.1, 2.11; Program Goal #1; InTASC #4, 5, 6, 9)**
7. To assist the student in developing an understanding of and appreciation for the theoretical perspectives of infant, toddler, and preschooler development (neurological, and the five domains), issues related to diversity within these key perspectives, and implications for mental health and psychological functioning of the child and family within their environment, culture, and community. **(CFPO #1, 3, 4, 5, 6, 8, 9, 10, 12; NASP Domain #2.1, 2.3, 2.4, 2.5, 2.6, 2.10; Program Goal #4; InTASC #1, 2, 4, 6, 9, 10)**
8. To promote an understanding of, respect for, and responsiveness to exceptional and culturally diverse populations. **(CFPO #1, 2, 3, 4, 8, 9, 10, 12; NASP Domain #2.1, 2.3, 2.4, 2.5, 2.8; Program Goal #4; InTASC #1, 2, 3, 4, 6)**

9. To obtain understanding of and experience with the various psychological, developmental, socio-emotional, and neurological assessment techniques including play-based, multi-disciplinary, and trans-disciplinary assessment. (CFPO #1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12; NASP Domain #2.1, 2.2, 2.3, 2.4, 2.5, 2.8, 2.10; Program Goal #1, 2, 4; InTASC #1, 2, 4, 6)
10. To obtain familiarity with state and federal policies as they apply to young children and their families and the application school psychology in practice, specifically Part C of IDEA. (CFPO #1, 3, 4, 9, 10, 125; NASP Domain #2.6, 2.8, 2.10; Program Goal #4; InTASC #4, 5, 9)

### Topics Covered:

1. Federal and state laws and policies regarding eligibility of young children for services (3 hrs)
  - IDEA
  - Part C
  - Mississippi Referral to placement within the early intervention and school settings
2. Theoretical aspects of early development (6 hrs)
  - Historic perspectives
  - Typical and atypical development for assessment purposes
  - Developmental domains to be assessed
  - Culture and environmental influences on development and perceptions of development
3. Professional and legal issues in assessment of young children and their families (6 hrs)
  - Legal & ethical issues facing school psychologists
  - Working with diverse families
  - Working with agencies
4. Assessment techniques (15 hrs)
  - Play-based
  - Multi-disciplinary
  - Transdisciplinary
5. Experience with various assessment processes and instruments used young children (15 hrs)

### Recommended Texts:

Krajicek, M.J., Hertzberg, D.L., Sandall, S.R., & Anastasiow, N. (Eds.). (2004). *First start program handbook for the care of infants, toddlers, and young children with disabilities and chronic conditions* (2<sup>nd</sup> ed.). Austin, TX: PRO-ED.

Linder, T.W. (1993). *Transdisciplinary play-based assessment: A functional approach to working with young children* (rev. ed.). Baltimore, MD: Brooks Publishing.

### **Optional Texts:**

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

Zero to Three. (2004). *Diagnostic classification of mental health and developmental disorders of infancy and early childhood* (revised ed.). Washington, DC: Author.

### **Methods of Instruction:**

Lectures/class discussions and student presentations will be utilized in the first part of the course. During the test part of the course, the students will learn through interactive process and by watching the instructor and professionals administer the tests. They will then learn through hands on activities through administration of the various assessment processes themselves. The instructor will provide on-going feedback regarding individual performance.

### **Suggested Student Activities:**

1. The student will administer, score, and interpret the results of a specified number of the instruments appropriate for use with infants, toddlers, and special populations. (Course Objectives 1-10)
2. The student will attend one assessment at the natural environment and participate in the assessment of young children in a clinic setting to determine eligibility for services under Part C or attend another alternative assessment project available at a local agency. (Course Objectives 1-10)
3. The student will prepare two 15 minute presentations on infant development to be presented early in the semester. (Course Objectives 1-10)
4. The student will engage in 20 hours of observation of young children in natural environments (e.g., the MSU Child and Family Studies Center, the Emerson Family Center, T.K. Martin Center). During these observations, the student will complete an observation packet of three individual children in each center regarding their physical, emotional, social, cognitive, and adaptive development. (Course Objectives 1-10)
5. Complete all required readings including handouts of current research and articles of relevance to the children being observed at the various placements. (Course Objectives 1-10)

### **Honor Code:**

**“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”**

**Technology:**

Students will use a variety of technology and tools (e.g., computer software) to complete work in the school, to turn in work samples.

**Diversity:**

Issues of diversity will be inherent in all discussions and activities completed as a part of this course. Young adolescents live and function in a diverse world; as such, students must develop an understanding of diversity as it relates to young adolescents and their worlds.

**Disability:**

*I want to facilitate the learning of all students in the class. If you have a disability that may significantly interfere with your learning or believe that you need special assistance to successfully complete the requirements of the class, please contact me during the first week of class so that I can attempt to accommodate your learning needs. Also, if you are having problems in this course, for whatever reason, I invite you to make an appointment with me to discuss the matter. Be sure to make the appointment early in the semester so that we have enough time to remediate the problem.*

**Important Note:** If you think you have a disability that qualifies under the Americans with Disabilities Act and requires accommodations, you should contact the Office of Student Support Services for information on appropriate policies and procedures (Montgomery Hall, 325-3335).

**Field Component:**

The student will tour facilities available as resources for young children and their families (e.g., T.K. Martin Center, First Steps library at MSU, District Health Department, Emerson Family Programs). (Course Objectives 1-10)

**Evaluation of Student Progress:**

Quizzes will be administered weekly. The students will also be evaluated on the basis of quizzes and the concept/ issues paper. These assignments will be provided with the following wight toward the final grade:

|                         |   |      |
|-------------------------|---|------|
| Observation Packet      | - | 20%  |
| Quizzes and assignments | - | 50 % |
| Final                   | - | 20%  |
| Presentations           | - | 10%  |
|                         |   |      |
| 90%- 100%               | = | A    |
| 80%-89%                 | = | B    |
| 70%-79%                 | = | C    |
| 60%-69%                 | = | D    |
| below 60%               | = | F    |

## **Policy for Academic Misconduct:**

Any acts of academic misconduct (e.g., cheating, plagiarism, etc.), as outlined by Mississippi State University, will be vigorously pursued by the instructor. Some words of advice: **DO NOT CHEAT!** For detailed information regarding the university's policies related to academic misconduct please refer to the following link on the university's website:  
<http://www.honorcode.msstate.edu/>

## ***Course Policies***

### Attendance:

Students will be expected to attend all scheduled sessions of the course. The course is cumulative, and losing even one session would result in a loss of continuity to the student. If you are unable to attend a particular class, you must contact me and provide me with a reason for your absence. Unexcused absences may result in a lowered grade.

## **Bibliography:**

- Aylward, G.P. (1997). *Infant and early childhood neuropsychology*. New York, NY: Plenum Press.
- Barona, A., & Garcia, E. E. (Eds.). (1990). *Children at risk: Poverty, minority status, and other issues in educational equity*. Washington, DC: National Association of School Psychologists.
- Bailey, D. B. Jr. & Simeonsson, R.J. (1988). *Family assessment in early intervention*. Columbus, OH: Merrill Publishing.
- Black, J.K., & Puckett, M.B. (1996). *The young child: Development from prebirth through age eight* (2<sup>nd</sup> ed.). Englewood Cliffs, NJ: Prentice Hall.
- Bondurant-Utz, J. (2002). *Practical guide to assessing infants and preschoolers with special needs*. Upper Saddle-River, NJ: Merrill Prentice Hall.
- Bracken, B. A. (Ed.). (2000). *The psychoeducational assessment of preschool children* (3rd ed.). Needham Heights, MA: Allyn & Bacon.
- Braden, J. P. (1997). The practical impact of intellectual assessment issues. *School Psychology Review*, 26, 242-248.
- Braden, J. P., & Kratochwill, T. R. (1997). Treatment utility of assessment: Myths and realities. *School Psychology Review*, 26, 475-485.

- Case, R., & Okamotoa, Y. (Eds.). (1996). The role of central conceptual structures in the development of children's thought. *Monograph of the society for Research in Child Development*.
- Cook, R.E., Tessier, A., & Klein, M.D. (2000). *Adapting early childhood curricula for children in inclusive settings* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.
- David & Lucile Packard Foundation (1995). Special issue on low birth weight. *The Future of Children*, 5 (1).
- Guilford, J. P. (1954). *Psychometric methods* (2nd ed.). New York: McGraw-Hill.
- Gitlin-Weiner, K., Sandgrund, A., & Schaefer, C. (Eds.). (2000). *Play diagnosis and assessment* (2<sup>nd</sup> ed.). New York: Wiley.
- Glutting, J. J., Oakland, T., & McDonald, P. A. (1989). Observing child behavior during testing: Constructs, validity, and situational generality. *Journal of School Psychology*, 27, 155-164.
- Sattler, D. N., Kramer, G. P., Shabatay, V., & Bernstein, D.A. (2000). *Child development in context*. Boston, MA: Houghton Mifflin.